**DOCUMENT RESUME**

**ED 170 896** **EA 011 657**

| | |
|---|---|
| AUTHOR | Douglas, Randi; McCann, Karen, Comp. |
| TITLE | Project Ranger Adopter's Guide, 1979. |
| INSTITUTION | Portland Public Schools, Oreg. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem. |
| PUB DATE | 79 |
| NOTE | 113p.; Chart A-11 may be marginally legible due to small print |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | *Behavior Problems; Classroom Guidance Programs; *Counseling Instructional Programs; Elementary School Students; Elementary Secondary Education; Environmental Education; *Intervention; *Outdoor Education |
| IDENTIFIERS | Portland Public Schools OR; *Project Ranger |

ABSTRACT

Project Ranger is a program providing a combination of classroom study, outdoor survival, and environmental education to students having difficulty adapting to structured learning. The program has three unique features: it tries to reach younger children than most programs for "reluctant learners"; it provides affective counseling organized around strenuous physical activity; and it operates as a supplement to classroom instruction, involving the classroom teacher and avoiding the stigma often associated with removal of the student from the classroom. Goals of Project Ranger include improving negative student behavior, improving student self concept, providing students with skills to enhance adult and peer relationships, motivating academic improvements, and providing students opportunities to develop leadership skills. Having served 120 students per year for four years at the elementary level, the program is now being considered for older students as well. This document addresses those considering adoption of the program, and covers planning (process objectives and tasks, management structure design, budgeting, and facility and transportation requirements); implementation (process objectives and tasks, and orientation materials); staffing (hiring procedures, staff qualifications, and inservice materials); student selection; and project evaluation methods. Appendices include job descriptions, sample curriculum outlines, student referral and selection forms, and project evaluation forms. (Author/PGD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED170896

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# PROJECT RANGER ADOPTER'S GUIDE

1979

Compiled and edited by Karen McCann
Written by Randi Douglas

Published by Project Ranger
Title IV, Part C Project
Oregon Department of Education

PROJECT RANGER/ AREA I/ PORTLAND PUBLIC SCHOOLS
5103 NORTH WILLIS BLVD.
PORTLAND, OREGON 97203

EA 011 657

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The activity, moreover, is a local education agency undertaking. The opinions expressed herein do not necessarily reflect the position or policy of the Oregon Department of Education, and no official endorsement of the Oregon Department of Education should be inferred.

TABLE OF CONTENTS


| | | |
|---|---|---|
| INTRODUCTION | | 1 |
| SECTION I | PROJECT RANGER OVERVIEW | 3 |
| PART I | WHAT IS PROJECT RANGER? | 4 |
| PART II | WHAT DOES ADOPTING PROJECT RANGER REQUIRE? | 10 |
| SECTION II | PLANNING PROJECT RANGER | 14 |
| PART I | PROCESS OBJECTIVES AND TASKS | 15 |
| PART II | MANAGEMENT STRUCTURE | 18 |
| PART III | BUDGET RESOURCES | 21 |
| PART IV | PHYSICAL SPACE AND TRANSPORTATION RESOURCES | 24 |
| SECTION III | IMPLEMENTING PROJECT RANGER | 28 |
| PART I | PROCESS OBJECTIVES AND TASKS | 29 |
| PART II | ORIENTATION OUTLINE | 34 |
| PART III | PROGRAM DESCRIPTION | 36 |
| PART IV | CURRICULUM GUIDE REVIEW | 39 |
| SECTION IV | STAFFING PROJECT RANGER | 41 |
| PART I | DESCRIPTION OF HIRING PROCEDURES | 42 |
| PART II | BASIC STAFF QUALIFICATIONS | 43 |
| PART III | STAFF INSERVICE AND WORKSHOP MATERIALS | 45 |
| SECTION V | SELECTING STUDENTS FOR PROJECT RANGER | 60 |
| PART I | ORGANIZING STUDENT REFERRALS | 60 |
| PART II | CONDUCTING STUDENT/PARENT ORIENTATION AND INTERVIEWS | 62 |
| PART III | SELECTING RANGER STUDENTS | 64 |
| PART IV | ORGANIZING STUDENT FOLLOW-UP | 65 |
| SECTION IV | EVALUATING PROJECT RANGER | 67 |
| PART I | DESCRIPTION OF STUDENT EVALUATION FORMS | 67 |
| PART II | DESCRIPTION OF PROGRAM EVALUATION FORMS | 68 |
| PART III | EVALUATION CALENDAR FOR A TEN-WEEK TERM | 68 |

APPENDIXES

| | | |
|---|---|---|
| APPENDIX A | PROJECT RANGER JOB DESCRIPTIONS | A - 1 |
| APPENDIX B | SAMPLE FALL AND SPRING CURRICULUM OUTLINES | A - 6 |
| APPENDIX C | SUPPLEMENTARY STAFF WORKSHOP MATERIALS | A - 12 |
| APPENDIX D | PROJECT RANGER STUDENT REFERRAL AND SELECTION FORMS | A - 19 |
| APPENDIX E | PROJECT RANGER EVALUATION FORMS | A - 28 |

## INTRODUCTION

Students with disruptive, withdrawn or restless behavior patterns may often become nonachievers in the classroom setting, impeding the progress of other students and frustrating the efforts of the classroom teacher. How to alleviate this problem has become a substantial concern of educators during recent years.

Some experimental programs have removed reluctant learners from the classroom, isolating them with special tutors who deal with classroom behavior problems. Unfortunately, the negative effect of separating these students from their peers has sometimes caused them to feel "picked on" and they have failed to make noticeable improvements. Many of the experimental programs were initiated at upper grade levels, when students' negative learning behavior had already become thoroughly ingrained.

Project Ranger began when a group of educators tried to design a program to improve the behavior of reluctant learners before they became totally habituated in their actions and attitudes. The educators proposed an outdoor program, taking elementary students out of the classroom on two out of five school days per week and integrating them back into the classroom for the remaining three days. The outdoor activities were stressed because of the belief that adventurous and personally challenging activities can provide an exciting incentive for behavior change; the elementary program was focused upon in order to reach students at an early age.

Project Ranger has now been in operation for four years in the Portland area, serving approximately 120 students per year. The success of the project has resulted in field testing at sites in Eugene and Bend.

The development of the Project Ranger Curriculum Guide and Adopter's Guide will make this unique approach to classroom behavior problems and scholastic improvement available to educators on a statewide basis.

The purpose of the Project Ranger Adopter's Guide is to provide professional educators with a concise description of the project, to help them decide whether or not it is a desirable innovation for their particular school building or district. This handbook contains information about planning, implementing, staffing, evaluating and selecting students for Project Ranger. Additional questions or requests for information can be addressed to Title IV-C, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

SECTION I

## PROJECT RANGER OVERVIEW

SECTION I

## PROJECT RANGER OVERVIEW

When the reputation of a successful innovative project begins to grow, word of mouth will spread rapidly among professional educators at conferences and gatherings throughout the state. Inevitable questions arise, such as: Where is the project located? How did it get started? Where can I find out more about it? How can I begin generating a similar program in my district?

The Project Ranger Adopter's Guide is designed to answer these questions and provide helpful resources to educators who are in the process of setting up their own program. Section I, Project Ranger Overview, should provide a potential adopter with the necessary information to decide whether or not she or he wishes to initiate the planning process. Part I, "What Is Project Ranger?", will answer basic questions about the purpose, goals, history and philosophical base of the project. Part II, "What Does Adopting Project Ranger Require?", will answer basic questions about key commitments and basic resources that an adopter must recruit to support the development of a project.

## PART I – WHAT IS PROJECT RANGER?
## PURPOSE, GOALS, HISTORY AND PHILOSOPHICAL BASE

The Purpose of Project Ranger: Project Ranger is designed to improve the school behavior and academic performance of three types of students who will benefit from challenging activites outside of the traditional classroom setting: 1) disruptive students, whose unpredictable and sometimes hostile behavior may impede classroom learning; 2) withdrawn students, whose shyness and sensitivity keeps them from participating fully in classroom learning; and 3) model students, whose competent and sometimes restless behavior in the classroom indicates their readiness for an additional challenge.

Project Ranger works on changing the behavior of these selected students through a series of stressful outdoor activities, designed and selected to afford excitement and adventure, as well as outdoor education, to the participants. For example, while Ranger students are constructing a snow cave, carrying out farm chores or working to maintain a wilderness trail, they are also asked to analyze their contribution to group interaction, cooperation and communication.

The Ranger staff works with participating students to identify both personal goals and behavioral changes that will lead to more satisfying and constructive participation in the classtoom. In addition, the Ranger staff and classroom teachers cooperate to help students actualize these behavioral changes in individualized classroom instruction, encouraging them to use interpersonal skills they have gained through Ranger activities.

Project Ranger currently operates at three different settings in Oregon, each serving a slightly different age group: 1) grades 4 - 8 in the Portland Public Schools; 2) grades 6 - 8 in the Bethel Public Schools; and 3) grades 7 - 12 at J-Bar-J Ranch, a residential facility for adolescent boys.

Project Ranger Goals: Project Ranger provides unique and challenging outdoor learning activities for both reluctant learners and students with leadership potential. The project is designed to stimulate these students outside of the traditional classroom setting and to assist them in meeting the following goals:

- To improve negative student behavior
- To improve student self concept
- To provide students with skills that will enhance adult and peer relationships
- To motivate academic improvements in students who are resisting classroom learning
- To provide students with opportunities that develop leadership skills

Students involved in Project Ranger are asked to direct their energy towards the accomplishment of three individual goals:

- To function as a responsible individual
- To function as a constructive group member
- To apply leadership and learning behavior skills, acquired in Project Ranger, back in the classroom situation.

Unique Characteristics of Project Ranger: Three features identify Project Ranger as unique among the many educational programs that address the problems of "reluctant learners." First, Project Ranger attempts to solve classroom behavior problems at an earlier age than many similar programs, approaching students while they are still in the elementary grades. Outdoor survival and environmental education programs are often provided as alternatives for adolescents, but seldom to students as young as nine years old.

Project Ranger provides affective counseling, organized around strenuous physical activity rather than mental activity. The physical activities provide direct involvement for students who need to learn about cooperation and interaction with their peers. For example, building a trail bridge with other students while learning how to accept and follow directions, provides experimental therapy that is more effective than merely discussing behavioral problems.

Finally, Project Ranger operates as a supplement to classroom instruction and engages the classroom teacher in the program. Too often, alternative education for students with classroom behavior problems will separate students from the classroom on a full-time basis. This practice may cause the program to be viewed as a "dumping ground" for disruptive students. Project Ranger works with selected students on two days of each school week, integrating participants back into the classroom for work with the classroom teacher on the other three days.

The History of Project Ranger: Project Ranger began in the early 1970's, when a group of North Portland educators began sharing their concern about the growing number of academic underachievers and disruptive students who were not responding

positively to the traditional school setting. Discussions of the problem led to the formation of a committee, composed of teachers, parents and local citizens in the North Portland area, to make some recommendations for ways to remedy the situation.

Committee members determined that the difficulties of these reluctant learners should be approached at the elementary school level – before absenteeism, negative attitudes and poor academic performance had become deeply ingrained behavior patterns. They recommended searching for an educational program that would addresss the following student needs:

- Alter negative attitudes and behavior patterns
- Improve student self concept and confidence
- Motivate students who are "turned off" to classroom learning situations
- Improve relationships with both peers and adults

Although the committee conducted an extensive search for established methods of improving student behavior and achievement, they did not find any operating programs that met these goals at the elementary level. The committee did observe, however, that many teachers reported positive improvements in the learning behavior of sixth grade students who had participated in the Multnomah County Outdoor School Program.

As a result of this discovery, the North Portland committee recommended the development of an outdoor based program to address the problem of negative behavior and poor motivation in the classroom. Committee members unanimously recommended that this program concentrate on instruction in the affective domain, rather than attempt to duplicate classroom instruction in the basic skill areas. The committee felt that the classroom teachers and an outdoor training staff, working together to improve student attitudes, would ultimately bring about the desired academic improvements as well.

A proposal for Project Ranger was submitted to the Oregon Department of Education for federal funding under Title III (Innovative and Exemplary Practices, Elementary and Secondary Education Act) in March, 1974. Project Ranger received federal fund-

ing for a year of planning and research in 1974-75. In 1975, federal funding for innovative and exemplary practices was shifted to ESEA Title IV. Project Ranger received a three year developmental grant under Title IV between 1975 and 1978. In 1978, Portland Public Schools assumed the funding responsibility for Project Ranger in five North Portland schools. In addition, the project was adopted for field testing by Bethel School District in Lane county and the J-Bar-J Ranch for Boys in Bend.

Reality Therapy, Project Ranger's Philosophical Base: Dr. William Glasser's Reality Therapy provides Project Ranger with a solid ideological framework for counseling towards behavior change. Reality Therapy is based on the premise that people have two basic psychological needs:

1. The need to love and to be loved
2. The need to feel worthwhile

According to Glasser, people will either react responsibly or irresponsibily as they strive to meet these two basic needs. People who act irresponsibly have not yet learned that responsible behavior can lead more easily and successfully to individual fulfillment.

The most significant concept in Glasser's approach is that people are responsible for their own behavior. This approach does not allow students to blame their misbehavior on family, other students, raging emotions, teachers or other extenuating circumstances.

Project Ranger staff members apply Reality Therapy concepts according to the following procedure:

- First, gain student involvement and rapport while undertaking an activity
- Second, accept the students but do not accept the irresponsible behavior.
- Third, help the students discover responsible ways to fulfill their basic needs.

Dr. Glasser has outlined his theories and procedures in two books, entitled Reality Therapy and Schools Without Failure (Harper Colophon Books, Harper and Row,

New York, 1969). These books are important background reading for prospective adopters of Project Ranger.

## PART II – WHAT DOES ADOPTING PROJECT RANGER REQUIRE?
## KEY COMMITMENTS/ NEEDS ASSESSMENT/ BASIC RESOURCES

Necessary Commitments to Begin Project Ranger: Project Ranger requires that commitment of classroom teachers; the local school board; community agencies that deal with potential Ranger students; and local wildlife, conservation and outdoor recreation agencies. A potential Ranger adopter should begin building interest and support of classroom teachers and school administrators within the local school district. Unless they support the concept of counseling through an outdoor program and are willing to work with the project, the chances of launching a successful Project Ranger are limited.

Interested teachers and administrators should work together to identify a committee of parents and influential citizens who agree to act as an advisory board, representing the project to the community and the local school board. Finally, the local school board must be persuaded to provide the necessary philosophical and financial support to actually begin Project Ranger.

Community organizations and agencies must also make important commitments to a Ranger project. City, county and state parks departments, the U.S. Forest Service, the Humane Society and the Audubon Society are only a few of the organizations that can provide project sites, work assignments, tools and equipment, field trip experiences, and sometimes even supervision for aspects of Ranger curriculum. Special community agencies for youth (Children's Services, juvenile homes and other child care centers) should be informed of Project Ranger as well. These agencies can often supply important support to the Ranger staff's attempts to change student behavior, through counseling and management in keeping with the goals of the project.

Conducting a Needs Assessment: The need for Project Ranger can be determined by surveying student attendance and performance data, teacher's opinions, and administrative openness to field trips and special programs. The incidence of discipline referrals, absenteeism, class disruption and the drop-out rate can be statistical indicators that the students might benefit from Project Ranger. Teacher's opinions about

the adequacy of current programs in reaching reluctant learners can also be assessed. If the school and/or district administration has a philosophical orientation towards outdoor education, and an open policy about field trips for elementary students, the need for Project Ranger may also be endorsed at that important decision-making level.

In addition, a potential adopter of Project Ranger needs to assess the interest of outside organizations in the program. Do local parks departments have appropriate outdoor work assignments to support Ranger curriculum? Are there suitable wildlife study sites in the area? Do enough agencies express interest in Project Ranger to support the proposed curriculum? Answering these questions will help to determine whether the community has a need for, and will support the student work details and field trips that are so important to Ranger's design.

Basic Resources for Project Ranger: The resources required to operate Project Ranger can vary greatly, depending on the target population, curriculum that is preferred, and the available space, resources and employees. The program operates for a five day week within a school building, requiring at least one full-time accredited teacher to oversee Ranger operations. The basic requirements of both a minimum and maximum Ranger Project are listed below.

For early planning purposes, program costs can be estimated at $330 per student per term. More extensive information about budget and program requirements is contained in Section II of this guide.

ESTIMATED PROGRAM REQUIREMENTS:

| | Minumum (3 ten-week terms) | Maximum (3 ten-week terms) |
|---|---|---|
| BUDGET | $28,000 | $48,000 |
| PERSONNEL | 1 coordinator/teacher | 1 coordinator |
| | 1 instructional aide | 1 teacher/field counselor |
| | | 1 instructional aide |
| | | 1 clerical assistant |
| ENROLLMENT | 24 students (per term) | 48 students (per term) |
| FACILITIES | 1 large classroom | 2 large classrooms |
| | storage room | storage room |
| EQUIPMENT | skis, camping equipment, | skis, camping equipment, |
| | ropes, hardhats, etc, | ropes, hardhats, etc. |
| SUPPLIES | art supplies, paper, pencils | art supplies, paper, pencils |
| | office supplies, etc. | office supplies, etc. |
| TRANSPORTATION | vehicle lease and maintenance | vehicle lease and maintenance |

---

Section I has presented an overview of the basic committments, resources and philosophical orientation that will support the adoption of a Ranger Project. Section II, PLANNING PROJECT RANGER, maps out the process of actually setting up a program in much more detail.

SECTION II

## PLANNING PROJECT RANGER

SECTION II

## PLANNING PROJECT RANGER

This section presents a potential adopter with the sequence of activities required to secure funding and support for Project Ranger. While various steps may be altered to suit the needs of a specific school or district, some planning recommendations can be made at the outset.

It is best to begin the planning process by holding an informal meeting with school district administrators. This meeting will help to determine whether or not potential funding and support exists for Project Ranger, before time-consuming planning is undertaken. If the district anticipates budget limitations for already established innovative programs, it is doubtful that a new project will be funded. Also, if the district has maintained a consistent policy against either outdoor education or field trip experiences, Project Ranger will probably not gain much support. If local administrators express support for exploring the possibilities of initiating Project Ranger, then explain the project to classroom teachers to determine their support. The enthusiasm of both local administrators and classroom teachers is the first requisite of successfully launching a new program.

This section presents the following resources for use in planning Project Ranger:

PART I — PROCESS OBJECTIVES AND TASKS
A step-by-step description and calendar of the planning process

PART II — MANAGEMENT STRUCTURE
Management chart, management roles and responsibilities

PART III — BUDGET RESOURCES
Budget information and sample budgets

PART IV — PHYSICAL SPACE AND TRANSPORTATION RESOURCES
Physical space, classroom furniture, storage and transportation

PART I
PROCESS OBJECTIVES AND TASKS

OCTOBER

1. Determine the amount of interest in Project Ranger among classroom teachers and school administrators.

   a. Meet with the state coordinator of Project Ranger to collect materials and information on the project.

   b. Meet with local administrators to determine the feasibility of Project Ranger in your school district.

   c. Invite the state coordinator of Project Ranger to present an orientation program at a teacher's meeting.

   d. Select a school contact person (the adopter or someone else who supports the project in each school building and will assist with project planning).

NOVEMBER

2. Work with local administrators to select an advisory committee.

   a. Identify teachers (2) who have already expressed their support for the project and are willing to work on the planning committee.

   b. Meet with a group of parents who might support the program and explain Project Ranger to them.

   c. Select parents (2) who are interested in working on a planning committee.

   d. Work with district administrators to develop a list of key community members who may want to sponsor the project.

   e. Interview community members and recruit them (2) for participation with the planning committee.

DECEMBER

3. Conduct a needs assessment for Project Ranger.

   a. Work with the advisory committee to gather information listed below for presentation to school board.

   b. Gather statistical data on:
      - Student discipline referrals
      - Student drop-out rates
      - Student absenteeism
      - Student disruption in class

   c. Interview teachers to determine:
      - Whether challenges are needed for model students
      - Whether present school programs assist the socially withdrawn
      - Whether they would support Project Ranger and consider it a needed curriculum

   d. Interview school and district administration to determine management attitudes towards outdoor education and field trips.

   e. Contact outside organizations (Park Departments, BLM, the Forest Service, etc.) to determine their needs for student assistance on work projects.

   f. Contact outside organizations (Humane Society, Audubon Society, Department of Environmental Quality, etc.) that are potential hosts of environmental field trips.

   g. Gather letters of support for Project Ranger from prospective participants and key members of the community.

JANUARY

4. Prepare a proposal for Project Ranger and present it to the school board for funding and approval.

   a. Meet with the school board to present them with a brief description of Project Ranger and the needs assessment report. Solicit their initial reaction to the project.

JANUARY, continued

b. Working with school contact(s) and district administrators, outline a basic proposal for Project Ranger that meets the specific needs of your area.

c. Present the project proposal to the advisory committee for their input and approval.

d. Prepare a final draft of the Project Ranger proposal for presentation to the school board.

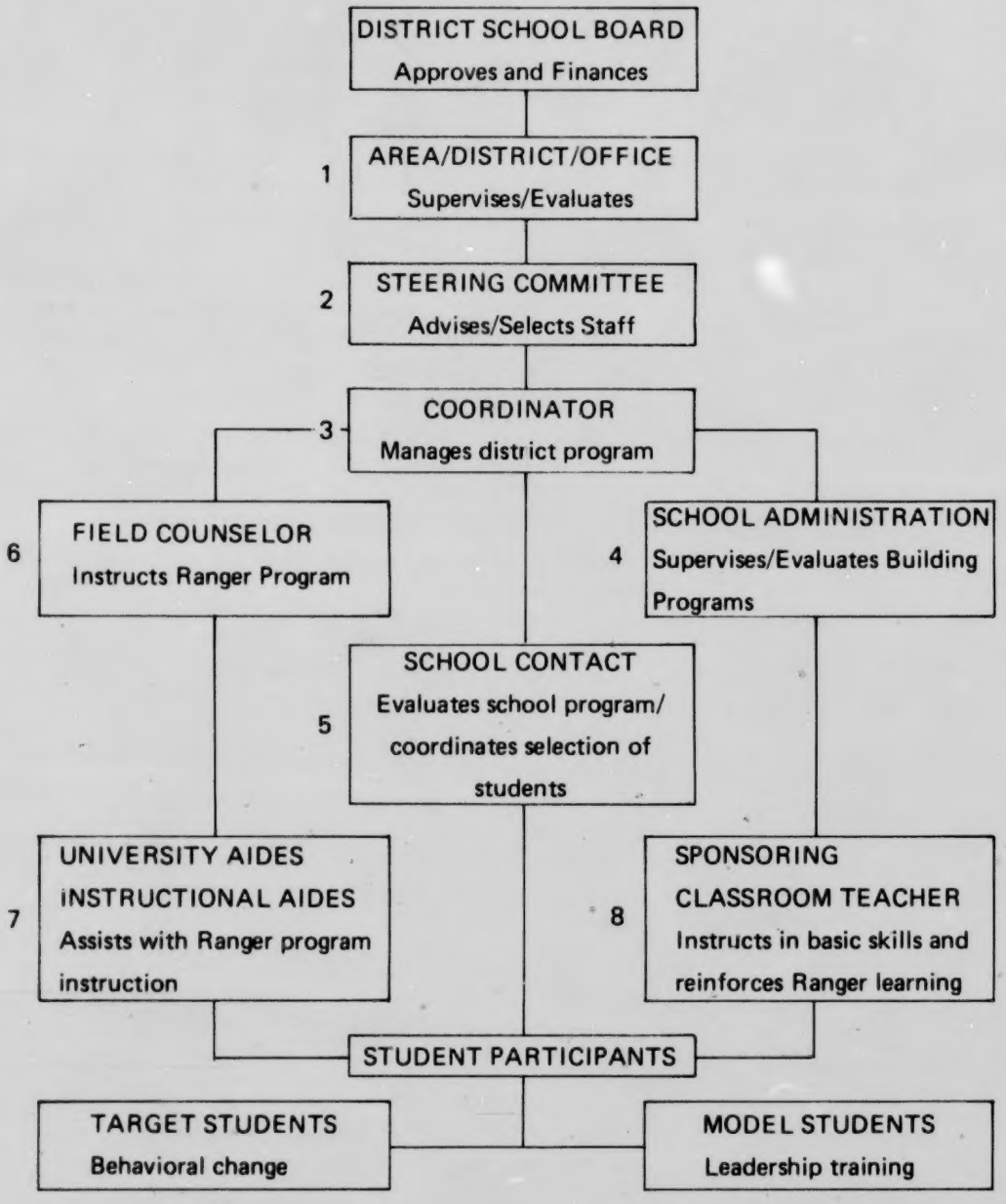
e. With advisory committee support, present the Project Ranger proposal to the local school board for their approval and for financial support.

f. If funding is granted, begin the implementation process, described in SECTION III of this guide.

PART II

MANAGEMENT STRUCTURE

The chart below shows the relationships between personnel involved in Project Ranger.




* See next section, MANAGEMENT ROLES AND RESPONSIBILITIES, for a detailed description of the function of each management component.

PROJECT RANGER

MANAGEMENT ROLES AND RESPONSIBILITIES

1. AREA/DISTRICT OFFICE

- Secures funding and support from the school board
- Carries out research and development
- Selects the project coordinator
- Supervises the project
- Evaluates the project

2. STEERING COMMITTEE

- Advises about policy and goals
- Selects staff with the coordinator
- Advises about project implementation

3. COORDINATOR

- Manages daily program operations
- Prepares proposals and final reports
- Selects and supervises staff
- Conducts staff training workshops
- Supervises curriculum development
- Establishes student selection criteria
- Conducts screening of prospective students
- Acts as liason between target schools and steering committee
- Acts as liason between families and community agencies
- Conducts project evaluation

4. SCHOOL ADMINISTRATION

- Provides supervision and support for building projects
- Assists with student referral
- Evaluates the project

5. SCHOOL CONTACT

- Acts as liason between building principal and Ranger staff
- Acts as liason between classroom teachers and Ranger staff
- Coordinates referral and selection of Ranger students within schools
- Provides counseling to project participants
- Evaluates student participants in Project Ranger

6. FIELD COUNSELOR

-- Screens prospective students
– Instructs, supervises and evaluates students
– Provides counseling and guidance to students
– Meets with sponsoring teachers regarding Ranger students
– Works with classroom teachers individualizing student programs
– Develops Project Ranger curriculum
– Drives vehicles
– Legally responsible for participant safety

7a.INSTRUCTIONAL AIDE

–Screens prospective students
– Instructs, supervises and evaluates students
– Provides student counseling and guidance
– Develops Project Ranger curriculum
– Drives vehicles

7b.UNIVERSITY AIDE

– Supervises small groups of students
– Assists field counselor with Ranger activities
– Provides student counseling and guidance
– Evaluates Ranger students

8. SPONSORING CLASSROOM TEACHER

– Assists with student referral
– Attends introductory presentations by Ranger staff
– Works with Ranger staff to individualize student programs
– Instructs students in basic skill development
– Evaluates Ranger students

PART III

## BUDGET RESOURCES

Budget Planning: Budgets for Project Ranger involve the operational costs reflecting annual expenses of running Project Ranger in a school building. Sample budgets for 1) minimum annual operations; and maximum annual operations appear on pages 22 - 23.

An adopter will need to conduct specific research to make budgets applicable to a particular school district. Salaries and fringe benefits should be based on district salary scales. Figures for equipment and supplies should reflect local choices about potential curriculum. Transportation estimates will vary according to bus rental rates in the area, as well as the field trips planned and their distance from the school building.

Cost Effectiveness: When introducing the advantages of Project Ranger to potential supporters, it is important to stress its low cost compared to the cost of full-time programs that often assume jurisdiction over target students if the school systems fail to reach them. The following figures, based on estimates from various social services, provide an indication of Project Ranger cost effectiveness.

| TYPE OF PROGRAM | COST PER CHILD PER TEN WEEK SESSION |
|---|---|
| Project Ranger | $ 300 |
| Foster Care | 425 * |
| Child Care Center | 1550 * |
| Group Home | 1900 * |
| Institutional Placement | 3000 * |

* Figures provided by Oregon Children's Services, November, 1978.

PROJECT RANGER

MINIMUM ANNUAL OPERATIONS BUDGET*

A minimum program will serve 24 students each of 3 ten-week sessions.

Salaries:

Total work days - 190. Figures based on regular district salary schedule, Portland Public Schools, 1978

| | | |
|---|---|---|
| Project Coordinator | $ 12,630 | Salaries |
| Instructional Aide | 5,000 | |
| Fringe benefits (25%) | 4,408 | |
| Transportation: | | |
| Rental of bus $29/day for 135 days | 4,500 | Transportation |
| Gas and maintenance costs | | |
| Materials: | | |
| Classroom and office supplies (Copying, paper, art and audio-visual supplies, postage, telephone, etc.) | 450 | Supplies |
| Camping gear and outdoor equipment (Helmets, insolite pads, goldline rope, skis, sleeping bags, etc.) | 1,000 | Equipment |
| TOTAL ANNUAL OPERATIONS BUDGET (MINIMUM) | $27,988 | |

* Budget figures that the school district will provide classroom and storage space, furniture, phone use and secretarial assistance.

PROJECT RANGER

MAXIMUM ANNUAL OPERATIONS BUDGET*

A maximum program will serve 48 students each of 3 ten-week sessions.

Salaries:

Total work days - 190. Figures based on regular district salary schedule, Portland Public Schools, 1978.

| | |
|---|---|
| Project Coordinator | $ 14,146 |
| Field Counselor | 12,630 |
| Instructional Aide | 5,000 |
| Clerical | 1,000 |
| Fringe benefits (25%) | 8,194 |

Transportation:

| | |
|---|---|
| Rental of bus $29/day for 135 days<br>Gas and maintenance costs | 5,000 |

Materials:

| | |
|---|---|
| Classroom and office supplies<br>(Copying, postage, phone, art and audio-visual supplies, etc.) | 500 |
| Camping gear and outdoor equipment<br>(Helmets, insolite pads, goldline rope, skis, sleeping bags, etc.) | 1,500 |

| | |
|---|---|
| TOTAL ANNUAL OPERATIONS BUDGET (MAXIMUM) | $ 47,970 |

* Budget figures assume that the school district will provide classroom and storage space, furniture and phone use.

PART IV

## PHYSICAL SPACE AND TRANSPORTATION RESOURCES

Physical Space Needs: The physical space requirements for Project Ranger are dependent upon the number of students to be served at one time. A minimum program (24 students) will require two class meeting areas (possibly one large, divisible classroom) and additional storage space. A maximum program (48 students) will require four class meeting areas (two divisible classrooms) and one large storage space. A simple diagram of a Project Ranger classroom appears on p. 26.

Classroom Furniture Needs: The following factors should be considered when planning furnishings for a Project Ranger classroom:

Blackboards and Bulletin Boards – Blackboards are used as a teaching resource and for listing the daily schedule; bulletin boards are essential for the display of student work.

Table, Chairs, Room Dividers – Tables should seat 6 - 8 students in a circle or rectangle. Individual desks or chairs are not suitable unless they can be moved to form a circle. There should be enough tables (5-6 per 24 students) so that students can separate for specific activities, with room dividers to isolate the groups.

The "Castle" – The castle is a time-out space where the student can be isolated from the rest of the group. According to Glasser, the castle should be a comfortable space with reading material, wall posters and comfortable pillows, etc.

Tool Storage – Work project tools can be stored in a garbage can; hand tools on a peg board.

Lockers – Students will need space to store helmets, outdoor clothing and lunches.

Storage Space: Project Ranger has three types of storage needs. One storage space (6' by 10') can house classroom supplies and equipment that is used often in daily lesson plans. Another storage space (small room) for the keeping of outdoor camping equipment, skis and other expensive equipment should be able to be locked. A third

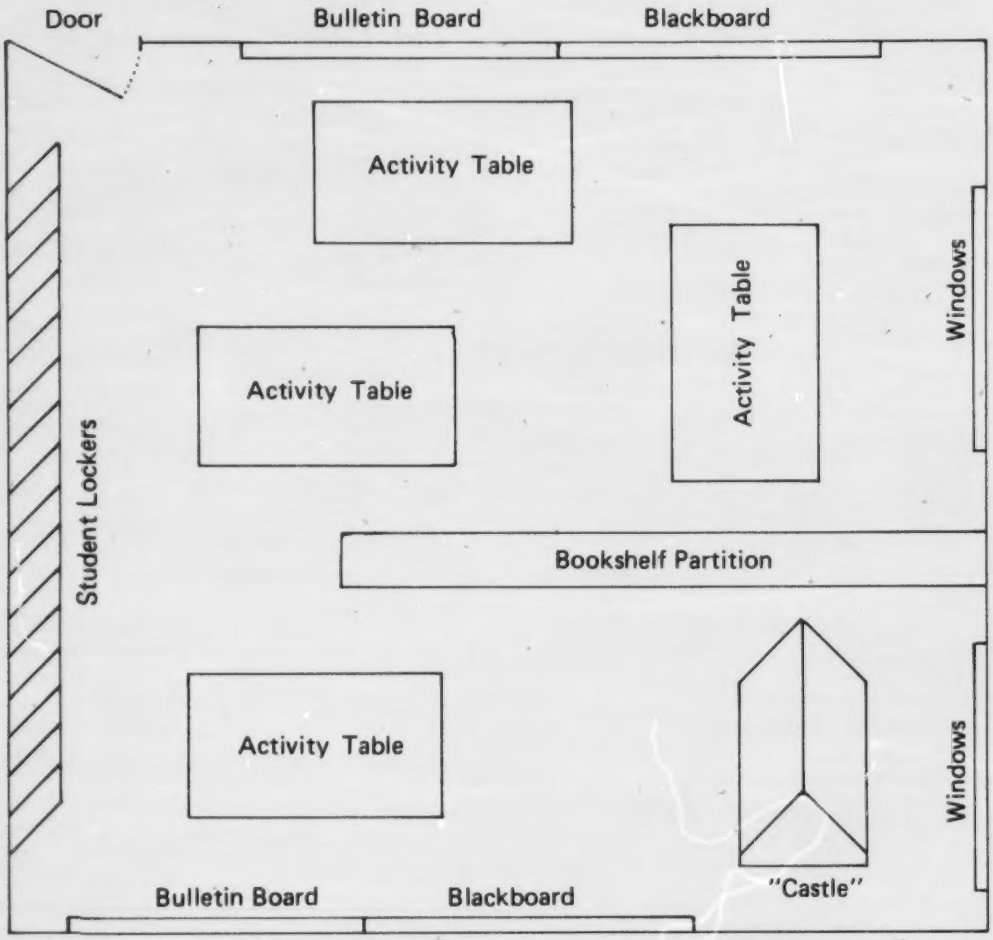
storage space (cabinets or cupboard) should be available for ongoing classroom projects.

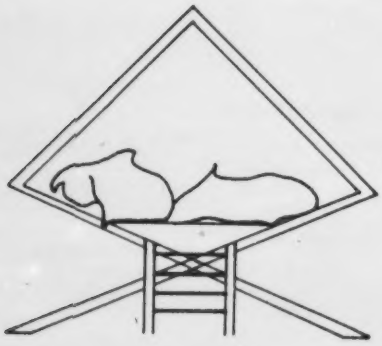
Transportation Needs: Dependable transportation for field trips is an essential requirement of Project Ranger. A vehicle that can seat all the students and staff in the project should be readily available. In selecting the bus or van, it is important to remember that, on long trips, it is difficult to seat more than two students on a bus seat. Also, camping equipment will require substantial storage space. Buses or vans should have luggage racks, an eight cylinder engine, and storage compartments above the seats.

PROJECT RANGER

DIAGRAM OF CLASSROOM AND "CASTLE"

RANGER CLASSROOM



"Castle"

A private space equipped with pillows, reading material, wall posters, games etc.

SECTION III

## IMPLEMENTING PROJECT RANGER

SECTION III

## IMPLEMENTING PROJECT RANGER

Section III presents a potential adopter with the sequence of activities required to start up a Ranger Project after funding and school board approval has been obtained. Several simultaneous activities are required between February and October to guarantee that staff, curriculum schedules, facilities, transportation and students will all be assembled and ready for the beginning of the first ten-week term.

Starting up a Ranger Project involves the following activities: 1) securing facilities transportation and equipment; 2) conducting orientation sessions for classroom teachers, parents, students and cooperating agencies; 3) selecting and training project staff; 4) selecting Ranger students; and 5) planning the curriculum.

Detailed descriptions of staff selection and training and student selection appear in Sections IV and V of this report. Section III presents the following resources for an adopter's use in implementing Project Ranger:

| | |
|---|---|
| PART I | PROCESS OBJECTIVES AND TASKS<br>A step-by-step description and calendar of the implementation process |
| PART II | ORIENTATION OUTLINE<br>Suggested elements of a Project Ranger orientation session |
| PART III | PROGRAM DESCRIPTION<br>A brief description of Project Ranger organization and activities for use in orientation sessions. |
| PART IV | CURRICULUM GUIDE REVIEW<br>A brief outline of the contents of the Project Ranger Curriculum Guide, for use in curriculum planning. |

PART I

PROCESS OBJECTIVES AND TASKS

MARCH

1. Recruit applications for staff openings.
   a. Send letters explaining Project Ranger and job descriptions to outdoor educa- training programs and operating outdoor education programs.
   b. File staff vacancies and job descriptions with the school district placement office.
   c. Contact university field placement programs to recruit possible university student aides.
   d. Contact the State Employment Division for suggestions about federally funded programs (CETA, MANPOWER, WIN, etc.) that may provide employees to assist with Project Ranger.
2. Secure physical space for Project Ranger class and staff meetings and equipment storage.
   a. Working with building administration, schedule classroom space, storage areas and staff meeting space for Project Ranger.
   b. Identify the alterations that will be necessary to suit the space to project needs.
   c. Working within budget limitations, secure the commitment of the building and maintenance staff to carry out the necessary alterations.

APRIL

3. Recruit the participation of community agencies in Project Ranger.
   a. Working from city, county and state directories, list outdoor and environmental agencies located in the area that may provide work projects and services to Project Ranger students.

| | |
|---|---|
| APRIL, continued | b. Establish a personal contact within each agency, explaining Project Ranger in an interview and discussing possible agency cooperation. |
| | c. Schedule a Ranger orientation session for the agency staff, if the management requests one. |
| 4. Select Project Ranger staff. | a. Working with the School Contact, members of the Steering Committee and the Project Coordinator, interview applicants for Ranger staff positions. |
| | b. Select Field Counselor(s) first. Have them participate in the summertime selection of Instructional and University Aides. |
| MAY | |
| 5. Meeting with building teachers to introduce them to Project Ranger. | a. Collect materials and prepare a Project Ranger orientation session (see p. 34-35). |
| | b. Present Project Ranger orientation at a teacher's meeting, answering questions and seeking their cooperation with the program. |
| | c. Meet individually with teachers who wish to refer students to Ranger. Discuss ways that the classroom teacher and project staff can work together. |
| JUNE | |
| 6. Secure necessary transportation, equipment and materials. | a. Contact potential transportation sources (private companies, public transportation services, public agencies and the school district office) for bus rental information and estimates. |
| | b. Select the best transportation source (quality, reliability and cost) and make a commitment for services. |

| | |
|---|---|
| JUNE, continued | c. Contact potential sources of second hand discount outdoor equipment, rental agencies, outdoor education programs, wholesale outlets, etc. |
| | d. Make a cost/quality comparison and purchase essential equipment from the best source. |
| | e. Work through the school district or building office to order necessary classroom equipment and supplies. |
| AUGUST | |
| 7. Conduct staff inservice. | a. Inservice staff members with Project Ranger orientation in an informal "get-aquainted" session. |
| | b. Distribute Ranger materials and the Project Ranger Curriculum Guide for review by the staff. |
| | c. Schedule staff training sessions that will be required for Project Ranger operations (see Section IV). |
| 8. Work with Ranger staff to assemble and plan the curriculum for one year. | a. Working with agency information on details, and field trip information, select and schedule Project Ranger outdoor activities for fall, winter and spring ten-week terms. |
| | b. Select term activities from the Project Ranger Curriculum Guide. |
| | c. Determine the advance work projects necessary to prepare the curriculum and make staff assignments to carry them out. |
| SEPTEMBER | |
| 9. Select students to particpate in Project Ranger. | a. Announce program openings to teachers and distribute referral forms. |
| | b. Compile and review student referrals with Ranger staff. |

| | |
|---|---|
| SEPTEMBER, continued | c. Schedule student orientation (slide show) and distribute information to parents. |
| | d. Conduct interviews with students and parents. |
| | e. Review and select Ranger students, based on interviews, student data, and recommendations of staff, classroom teachers and school contact person. |
| OCTOBER – MAY | |
| 10. Conduct three ten-week Project Ranger sessions. | a. Meet weekly with Ranger staff to plan activities and evaluate the progress of Ranger students. |
| | b. Distribute evaluation forms at the beginning and end of each ten-week session to students, parents and sponsoring classroom teachers. |
| | c. Analyze the results of the evaluations and incorporate suggestions into the program. |
| | d. Maintain regular contact with cooperating agencies, parents and sponsoring teachers during Ranger operations. |
| | e. Hold advisory committee meetings to report on progress. |
| MAY | |
| 11. Plan Project Ranger for the coming year. | a. Work with Ranger staff, sponsoring teachers, building administration, parents and cooperating agencies to evaluate the past year and gather suggestions for improvements. |
| | b. Prepare a report of suggested operational changes for the coming year. Circulate the report among members of the advisory committee, administrators and teachers. |

MAY, continued

c. Plan and carry out a program introducing Project Ranger to prospective new students, through field trip days or special in-school sessions.

d. Meet with building and district administration to present new proposal to the school board for approval. (Depending on yearly calendar, this may need to be undertaken earlier in the year.)

e. Survey staff, sponsoring teachers and community agencies for their commitment to the project for another year, making adjustments to meet any staff or participation changes.

PART II

ORIENTATION OUTLINE

Orientation to Project Ranger is an important part of setting up a new program. Orientation sessions should be carefully planned to provide prospective students, classroom teachers, parents and members of cooperating agencies with the information they need to become effective participants. Each orientation session should be altered to suit the specific audience. For example, parents will probably want to know about supervision, proper clothing, etc; the students will probably be more interested in specific descriptions of program activities.

An orientation session should probably include the following elements:

Introduction of Staff Members
Description of Project Ranger
Slide Show of Ranger Activities
Sample Classroom Activities
Question and Answer Period, Informal Socializing

Introduction of Staff Members: At any orientation meeting, it will be important to identify all those who accept responsibility for the project, especially if they are not scheduled to make a presentation. Staff member introductions should include a description of roles and responsibilities; each staff member should make a brief statement, explaining personal background, interest and commitment to the project.

Description of Project Ranger: A brief talk, usually presented by the project coordinator or field counselor, should include: 1) the project philosophy and goals (see pp. 4-6, 8-9); 2) a brief history of the project (see pp. 6-8) and 3) project organization and activities (see pp. 36-38).

Slide Show of Ranger Activities: Slides provide an excellent way of helping the audience visualize the purpose of Project Ranger. Slides for the first session can be obtain-

ed from: 1) other Ranger programs; 2) school slides of students participating in outdoor activites; and 3) slides borrowed from other outdoor programs (Outward Bound, Youth Conservation Corps, summer camps, etc.). Slides should be assembled in advance and arranged in an effective, brief sequence.

Sample Classroom Activities: Many audiences may enjoy actually participating in a Project Ranger lesson plan. Suitable indoor activities should be selected and planned in advance. Possibilities for these activities include "Blindfold Line-Up," the "Hand Untangle," or "Who Am I?" (all from the Project Ranger Curriculum Guide).

Question and Answer/Informal Discussion: Each audience will need the opportunity to ask questions at the end of the presentation. If a record is kept of commonly occuring questions, answers can be incorporated into the orientation sessions that follow. Breaking for informal discussion will allow potentially shy persons to find out more about the program without addressing the group formally.

PART III

PROGRAM DESCRIPTION

Project Ranger Organization

Student Referral: Students are referred to Project Ranger by classroom teachers, juvenile authorities or parents. Student referrals enter a screening process involving interviews with students, their parents and classroom teachers to secure the commitment of each to cooperating with Project Ranger goals. The selected students participate with Project Ranger two days per week; They spend the remaining three days in the sponsoring school, working on individualized programs in basic skill development.

Class Content: On the days students spend with Project Ranger, they devote approximately 30% of their time to conservation work projects, 20% to class meetings, and the remaining 50% to environmental studies and outdoor skills. It is the purpose of Project Ranger to keep students engaged in physical activity as much as possible, supplementing excercise with class discussions about individual behavior and group interaction.

Teacher/Parent Contact: In order to monitor student progress, close contact is maintained between Project Ranger staff and the student's home and classroom. Data on participating students is collected from both parents and classroom teachers; this information is used to assess behavioral changes at school.

Length of Student Involvement: During 1978-79, Project Ranger offered three ten-week terms, each on a different environmental theme. The length of time a student can remain in the project has varied from one term to several years, based on individual need and response to the project.

Project Ranger Activities

Purpose of Ranger Activities: Each Ranger activity has both a cognitive and behavioral goal (see the Project Ranger Curriculum Guide). For example, the cognitive goal of a field trip to the Oregon Coast might be to learn to identify coastal trees and shrubs; the behavioral goal might be working successfully in pairs and following directions. This approach allows the Ranger staff to work at changing student behavior while still providing participants with knowledge about the outdoors.

Range of Activities: Ranger students participate in numerous activities in each of the following categories:

Class Meetings
Environmental Studies
Outdoor Skills
Initiative Tests/Ropes Courses
Work Projects

Major work projects have included constructing a nature trail in Forest Park, cleaning a debris-laden beach under consideration for the Willamette Greenway Project, clearing blackberries along the Linnton neighborhood roadside, painting bus shelters for the Lane Transit District and carrying out ranch chores.

Past environmental study units have included a comparison of Eastern and Western Oregon, which led students on a week long field trip to Malheur Wildlife Refuge in Southeastern Oregon. Other units have concentrated on marine biology, involving both classroom study and field trips to the Northern and Southern Oregon Coast; community adventure studies; and energy resources and recycling.

Outdoor skill units have focused on wilderness manners, camping skills and winter survival. The winter survival unit is taught on the slopes of Mt. Hood, where participating students learn cross country skiing as well as survival techniques. The unit features a snow cave overnight trip in the White River Canyon.

Initiative tests and ropes courses have also been an integral part of each Ranger term.

These activities include problem solving activities, knot-tying, ropes course problems and rock climbing skills. Ropes and initiative activities have proved to be excellent for building personal confidence, establishing mutual support within a group and developing physical coordination.

Ranger Field Days: At the end of each school year, the Ranger staff spends two weeks introducing prospective new students to Ranger activities. Contact with the entire student body helps to dispel the impression that the Ranger program is only for "problem" students, to gain the interest of other students, and to introduce the program content to other teachers. On field days, staff members visit physical education classes and introduce students to ropes courses and initiative tests. Interested fourth grade classes are also invited to participate in a day of Ranger activities at an outdoor work or study site.

PART IV

CURRICULUM GUIDE REVIEW

The Project Ranger Curriculum Guide presents both program activities and student counseling procedures. The counseling methods stress the importance of each student accepting responsibility for his or her own behavior. The Ranger staff focuses on providing participants with skills and tools to use in coping with a wide variety of situations. Major counseling focuses include: improving self concept, developing communication skills, developing self control, problem solving, resolving conflicts constructively, improving relationships with peers and adults, and surviving in the classroom.

Ranger activities are based on the theory that, when a child's body is actively involved in a task, his or her mind is quick to follow. Ranger activities are selected to provide personal challenges, but ones which will also provide students with the opportunity to achieve successfully. Ranger curriculum develops an interaction between stress oriented outdoor activities and student counseling procedures to bring about positive behavior in the participants.

When implementation of Project Ranger has reached the point of selecting potential curriculum, the Project Ranger Curriculum Guide becomes an invaluable resource. Contents of the Guide, briefly outlined below, will help with staff and public orientation sessions, daily lesson plans, weekly program planning, field trip planning and scheduling, and year-round curriculum planning.

Project Ranger Curriculum Guide is available on request from the Title IV-C, Oregon Department of Education, 942 Lancaster Dr. NE, Salem, OR 97310. Cost for each copy is $10.00 and should be remitted by check.

CONTENT OUTLINE – PROJECT RANGER CURRICULUM GUIDE

I. OVERVIEW – The history, goals, description and organization of Project Ranger.

II. STAFF SCHEDULES – Weekly staff schedules in the five different curriculum units, listing staff responsibilities for bringing about group learning and interaction in keeping with Ranger goals.

III. AFFECTIVE CURRICULUM – An outline of the "Nine Steps to Discipline," based on Glasser's Reality Therapy, and basic resources for conducting class meetings.

IV. ENVIRONMENTAL CURRICULUM – Examples of daily lesson plans in the areas of: community adventure; energy, food and recycling; the Oregon Coast; Oregon ecology and geology; and winter survival.

V. FIELD TRIPS – Resources for field trip planning: sample equipment lists, menus, permission slips, field trip schedules and lesson plans.

VI. ROPES COURSES/INITIATIVE TESTS – Problem solving activities, knot-tying, ropes problems and rock climbing skills.

VII. WORK PROJECTS – The purpose, procedures and sources of work projects; general rules for tool use and safety; and work project lesson plans.

VIII. RESOURCES – Books, pamphlets, films, organizations and other classroom resources for Ranger curriculum.

SECTION IV

## STAFFING PROJECT RANGER

SECTION IV

## STAFFING PROJECT RANGER

One of the major tasks related to implementing a new Project Ranger is selecting and training the staff. Section IV presents the following resources for a potential adopter to use in this process:

| | |
|---|---|
| PART I | DESCRIPTION OF HIRING PROCEDURES<br>An account of the recruiting and selection process |
| PART II | BASIC STAFF QUALIFICATIONS<br>Brief outline of desirable staff characteristics |
| PART III | STAFF INSERVICE AND WORKSHOP MATERIALS<br>A calendar and outline of staff inservice sessions |

PART I

## DESCRIPTION OF HIRING PROCEDURES

The project coordinator, selected by the steering committee, school administration, and school contact person, should accept primary responsibility for setting up the recruiting and selection for the remaining staff.

Notifications of staff vacancies should be forwarded to government employment agencies, school districts in the area, and outdoor education and recreation programs. Appendix A, pp. A 2-5 contain sample job descriptions for the project coordinator, field counselor, instructional aide and university aide.

Several options are available for seeking part-time instructional aides to assit with Project Ranger. Federal employment programs such as CETA, WIN and MANPOWER should be contacted to see if the school district can qualify under their guidelines. Local universities, community colleges and outdoor training programs may also be able to place students in Project Ranger as part of work study or practice teaching programs; the district may only be required to pay a minor stipend, often as little as $5.00 per day. Finally, the school district itself may provide discretionary funds for

special programs, funds that can be used to finance Ranger staff positions (see Section III, pp. 29 - 33, for calendar and staffing objectives).

PART II

BASIC STAFF QUALIFICATIONS

The outdoor orientation of Project Ranger requires that staff members have some specific qualifications. First, because many field trips involve overnight camping, staff members must be able to be free of home responsibilities (such as family commitments) that may set up conflicts with the field trip program. Potential staff members also need the physical stamina to work outside, often in inclement weather, with energetic and often disruptive students. Experience working with children is the final and essential qualification. Project Ranger staff members should be selected to balance strengths in outdoor experience and counseling experience. If ropes courses are selected as part of the curriculum, one staff member must be an experienced rock climbing instructor.

If potential staff members have worked extensively in counseling, it will be important to determine whether or not their theoretical approach is compatible with Glasser's reality therapy. Because both the Ranger concept and curriculum is based on reality therapy, a counselor who strongly advocates another therapeutic approach will probably not integrate well into the program.

Staff Inservice Workshop Materials: Once the Ranger staff members are identified, they must be trained in the program history, goals and procedures. The best way to accomplish staff training at the beginning of the project is to isolate the staff for a four day workshop that will introduce participants to all aspects of Project Ranger. The statewide coordinator will be able to provide materials and assistance with the workshops.

A potential workshop schedule and suggested plans for each workshop session appear on the following pages in this order:

SUGGESTED INSERVICE SCHEDULE
INSERVICE SESSION I – WORKSHOP OVERVIEW
INSERVICE SESSION II – REALITY THERAPY COUNSELING
INSERVICE SESSION III – CLASS MEETINGS
INSERVICE SESSION IV – WORK PROJECTS
INSERVICE SESSION V – ENVIRONMENTAL CURRICULUM
INSERVICE SESSION VI – FIELD TRIPS
INSERVICE SESSION VII – TERM PLANNING FOR SPECIFIC PROJECTS
INSERVICE SESSION VIII – REFERRAL AND EVALUATION
INSERVICE SESSION IX – ROPES COURSES - INITIATIVE TESTS

PART III

STAFF INSERVICE AND WORKSHOP MATERIALS

SUGGESTED INSERVICE SCHEDULE – FOUR DAY WORKSHOP

FIRST DAY

| | |
|---|---|
| 8:00 am | SESSION I – WORKSHOP OVERVIEW, one hour |
| 9:00 am | SESSION II – REALITY THERAPY COUNSELING, two-three hours |
| 12:30 pm | LUNCH |
| 2:00 pm | SESSION III – CLASS MEETINGS, three hours |
| 6:00 pm | DINNER |

SECOND DAY

| | |
|---|---|
| 8:30 am | SESSION IV – WORK PROJECTS, one hour |
| 10:00 am | SESSION V – ENVIRONMENTAL CURRICULUM, two hours |
| 12:00 noon | LUNCH |
| 1:00 pm | SESSION VI – FIELD TRIPS, three hours |
| 6:00 pm | DINNER |
| 7:30 pm | SESSION IX (part I) – ROPES COURSES/INITIATIVES INTRODUCTION, two hours |

THIRD DAY

| | |
|---|---|
| 8:30 am | SESSION VII – TERM PLANNING FOR SPECIFIC PROJECTS, six hours |
| 12:00 noon | LUNCH |
| 1:00 pm | TERM PLANNING, continued |
| 6:00 pm | DINNER |
| 7:30 pm | SESSION VIII – REFERRAL AND EVALUATION, two hours |

FOURTH DAY

| | |
|---|---|
| 8:30 am | SESSION IX – ROPES COURSE CONSTRUCTION AND STRATEGY three hours |
| 12:00 noon | LUNCH |
| 1:00 pm | SESSION IX – ROPES COURSE COMPLETED, two hours |
| 3:30 pm | ADJOURN SESSION |

## INSERVICE SESSION I – WORKSHOP OVERVIEW

OBJECTIVES:

1. Introduce Workshop participants and staff.
2. Introduce the background, purpose and current status of Project Ranger.
3. Briefly describe the content and purpose of each workshop session.

Introductions: Introduce each member of the workshop staff; ask them to present a brief outline of their education, skills and past experience. Ask workshop participants to introduce the person sitting next to them, giving a brief sketch of their background and experience.

Project Ranger Orientation: Give a fifteen minute presentation about the history, goals and current operations of Project Ranger, relying on basic orientation materials and Ranger slides. Distribute current brochures, newspaper articles and leaflets about the project. Allow time for a question and answer period.

Workshop Orientation: Pass out workshop schedules and study materials. Briefly review the time, topic and purpose of each workshop session, highlighting special guest speakers and training sessions. Ask for questions and comments from participants.

Suggested Time: one hour

Suggested Resources: Project Ranger slides, press clippings, pamphlets and workshop schedules.

## INSERVICE SESSION II – REALITY THERAPY COUNSELING

OBJECTIVES:

1. Introduce basic concepts of Reality Therapy and relate them to the counseling of children and adolescents.

2. Apply and practice basic concepts of Reality Therapy in simulated counselin situations.

Introduction to Reality Therapy: Cooperating with the workshop staff, present a fifteen minute outline of Glasser's approach to Reality Therapy.

Observation of Reality Therapy: Ask workshop participants to work in small groups, generating a list of commonly observed student behavior problems. Ask the workshop staff to act out one or two of the listed problems, applying the Reality Therapy approach to changing the problem behaviors. Ask the participants to observe and take notes on the demonstrated counseling techniques.

Learning the Steps of Reality Therapy: Distribute the handout "Nine Steps to Discipline" (see Appendix C, p. A - 13). Discuss each of the Nine Steps, asking small groups of participants to: 1) list ways to prevent behavior problems through good teaching; and 2) work together to draw up a specific plan for behavior change. Present and discuss these plans in a large group meeting.

Practicing Reality Therapy: Using problems from the lists developed earlier in this session, ask groups of three to act out problem behaviors and apply Reality Therapy counseling techniques. The workshop staff should observe and give assistance as needed. Discuss and evaluate the workshop session in a large group meeting.

Suggested Time: two to three hours.

Suggested Resources:

Glasser, William. Reality Therapy. Harper and Row, New York, 1969.

Schools Without Failure. Harper and Row, New York, 1969.

Portland Public Schools. Project Ranger Curriculum Guide. Portland, Oregon, 1978, pp. 72 - 86.

## INSERVICE SESSION III – CLASS MEETINGS

OBJECTIVES:

1. Learn the skills required to conduct successful class meetings.
2. Carry out activities designed to instruct and counsel students about Ranger goals.
3. Develop a "wilderness point" system suitable for the participant's own project area.
4. Discuss potential alterations of class meetings to suit specific projects.

Introduction to Class Meetings: Review the four areas of Project Ranger Curriculum (class meetings, work projects, environmental lessons and outdoor activities) with the workshop participants. Present a brief description of a class meeting, including purpose, planning, time allotment and seating arrangements.

Introduction Activity: Using the list of behavioral roles in group dynamics (p. 98 of the Project Ranger Curriculum Guide), ask workshop participants to construct posters depicting the roles (pp. 97 and 137, Curriculum Guide).

Scheduling Class Meeting Activities: Working with the Project Ranger Curriculum Guide, review staff schedules for a ten week term (pp. 8 - 68). Then study the list of class meeting activities on p. 90. Discuss ways that class meetings can be selected to remedy immediate problems or to create long-range improvements over the entire term. Ask participants to discuss ways that they would use the list.

Class Meeting Activity: Divide participants into pairs, giving each a specific group dynamics problem (see Appendix C, p. a - 14 for a list of sample problems). Ask the pairs to find two suitable class meeting activities that will help remedy a specific problem; each pair should arrive at an explanation for their selection. Then conduct an open discussion on the selections and rationales of each pair. This discussion can be expanded to include some of the common pitfalls of class meetings, including poor selection of activities, lack of good leadership and student behavior problems.

Suggested Time: three hours

Suggested Resources:

Portland Public Schools. Project Ranger Curriculum Guide. Portland, OR, 1978, pp. 8-68, 90, 97-8, 137.

## INSERVICE SESSION IV – WORK PROJECTS

OBJECTIVES:

1. Learn how to select work projects.
2. Practice counseling techniques for work projects.
3. Learn strategies for promoting student safety and solving student problems on work projects.

Introduction to Work Projects: Briefly explain the history and purpose of Ranger work projects. Emphasize that, through their participation, students learn to: 1) develop skills with various work tools; 2) take responsibility for their actions; 3) burn off energy in a constructive activity; 4) experience feelings of accomplishment and self-worth; and 5) cooperate effectively in a team situation.

Scheduling Work Projects: Explain the following scheduling guidelines:

1) Projects should not last more than two hours.
2) Safety and liability should be carefully considered.
3) Use of tools and tool safety should be carefully taught.
4) Students should set both individual and group goals for work.
5) Scheduling should take potential weather into consideration.

Work projects at the beginning of the term should be group oriented with strong staff leadership. Later in the term, projects should be individualized with student-centered leadership.

Work Project Activity: Ask workshop participants to list problems that might arise during student work projects. Divide participants into pairs to work on solutions, asking them to report back to the large group. Conclude the session with an open discussion.

Suggested Time: one hour.

## INSERVICE SESSION V – ENVIRONMENTAL CURRICULUM

OBJECTIVES:

1. Review aspects of environmental curriculum in Project Ranger.
2. Participate in an environmental education activity, demonstrating the use of counseling and behavior change techniques that can be used while teaching subject matter.
3. Write an environmental lesson plan that includes an objective for behavioral change or affective learning.

Introduction to Environmental Education: Briefly explain the five areas of environmental education that have already been developed for Project Ranger: 1) Community adventure; 2) Energy, Food and Recycling; 3) Oregon Coast; 4) Oregon Ecology and Geology; and 5) Winter Survival. Ask participants to look through the environmental section of the Project Ranger Curriculum Guide as you discuss each unit. Explain that environmental education activities emphasize: 1) learning by undertaking an activity; and 2) learning to improve group behavior while participating in activities.

Environmental Activity: Provide participants with the necessary equipment to carry out a "Paper Recycling" activity (p. 193 Curriculum Guide). Divide participants into small groups to make paper; then reconvene for a discussion of how the group experience related to the behavioral goal of the project.

Writing an Environmental Activity Guide: Review the components of a lesson plan with workshop participants: 1) curriculum unit; 2) activity name; 3) behavioral goal; 4) content goal; 5) list of materials and 6) description of procedures.

Activity in Writing Environmental Curriculum Lessons: Ask participants to select one area of environmental curriculum and review the existing lessons in the Curriculum Guide. Then ask individuals to write a new lesson plan in their chosen area, following the Guide format. Ranger staff should circulate throughout the work session and offer assistance. If possible, schedule time to distribute and share the plans.

Suggested Time: two hours.

Suggested Resources:

Portland Public Schools. Project Ranger Curriculum Guide. Portland, OR, 1978, pp. 151 - 265.

Materials: Newspaper, bucket, screen for drying, colored paper, electric blender, paper towels.

## INSERVICE SESSION VI – FIELD TRIPS

### OBJECTIVES

1. Introduce objectives for Project Ranger field trips and outline techniques for organizing and conducting them.

2. Prepare written plans for both a day and an overnight field trip for the upcoming term – including behavioral goals, intinerary, activity, parent permission siip, and a list of necessary equipment and materials.

Introduction to Field Trips: Present workshop participants with a brief discussion of the benefits of field trips to Project Ranger, including opportunities to: 1) improve student behavior; 2) experience a new environment; 3) increase student interest in curriculum; 4) reward students for their work; and 5) lower the testing level of students. Review and discuss the field trip safety rules (See Appendix C, pp A - 15 - 17).

Planning a Day Field Trip: Discuss the activities required to plan a day field trip, including:

1) Deciding where to go in the area to extend existing curriculum, provide natural learning experiences and have fun.
2) Setting behavioral goals and integrating them with the activities.
3) Writing a complete parent permission slip (see p. 275, Project Ranger Curriculum Guide).
4) Scheduling the field trip intinerary and activities, providing an alternate schedule for weather changes.
5) Listing and securing needed equipment, mindful of field trip length, environment, existing facilities, planned activities and potential weather.
6) Planning ways to use bus time for student activities, learning bus rules and behavior counseling.

Ask participants to form small groups, planning a day field trip that can be used in their respective programs.

Planning an Overnight Field Trip: Discuss activities required to plan an overnight field trip, including:

1) Considering special factors involved in long trips, such as scheduling drivers, planning activities for the bus ride and pacing activities.
2) Selecting a site, scheduling facilities, and planning a pre-trip visitation to determine facilities, hazards and potential activities.
3) Setting behavior expectations for each student before the trip begins.
4) Writing a parent permission slip, scheduling itinerary and activities, and listing equipment (see day trip exercise, above).
5) Selecting food, planning menus, and scheduling food preparation.

Ask participants to form small groups and plan an overnight field trip to use in their respective programs.

Field Trip Discussion: Meet with the entire group to discuss special problems encountered in the planning activities. Discuss ways that staff members can provide models for student behavior. Outline a field trip agenda for the term, stressing a sequence from less to more difficult in terms of endurance, behavior and cooperation requirements.

Suggested Time: three hours.

Suggested Resources:

Portland Public Schools. Project Ranger Curriculum Guide. Portland, OR, 1978, Field Trip Section pp. 267-369.

58

## INSERVICE SESSION VII – TERM PLANNING FOR SPECIFIC PROJECTS

OBJECTIVES:

1. Develop a time line for the initiation of Project Ranger in the participant's specific area.

2. Write a curriculum plan for one ten-week Ranger term.

Introduction to Project Initiation Timeline: Using the process objectives and tasks in Section II of this guide (pp. 15 - 17), review the specific steps of the planning process with project participants, pointing out activities which may need alteration according to a particular location (formation of an advisory committee, date for school board presentation, etc.).

Time-Line Activity: Have each participant make adjustments in the process objectives and tasks to suit their specific project site, developing a calendar for the completion of each activity.

Introduction to Curriculum Planning: Using the Project Ranger Curriculum Guide, review the types of activities that are included in Project Ranger (affective and environmental curriculum, work projects, field trips, and ropes/initiatives courses).

Curriculum Planning Activity: Working with sample curriculum outlines (Appendix B, pp. A - 6-11), ask workshop participants to prepare a ten week curriculum plan for use in ther specific location.

Suggested Time: six hours.

Suggested Resources:

Portland Public Schools. Project Ranger Curriculum Guide. Portland, OR, 1978.

## INSERVICE SESSION VIII – REFERRAL AND EVALUATION

OBJECTIVES:

1. Master the Project Ranger referral system and develop a schedule and evaluation forms suitable to individual project sites.

2. Learn how to use Project Ranger evaluation instruments.

Introduction to Student Referral: Working with information in Section V of this guide, outline the student referral process for workshop participants, including: 1) distribution of forms, review and prioritization; 2) orientation for prospective parents and students; 3) final selection and notification of students; and 4) organization of the follow-up on selected students.

Referral Activity: Distribute sample referral forms (see Appendix D) and ask participants to modify the forms according to the specific needs of their project. Then ask small groups to organize a student referral time schedule that can be used at the beginning of their respective programs.

Introduction to Evaluation: Distribute Ranger evaluation forms to workshop participants explaining how and when each one is used (see Section VI of this guide).

Evaluation Activity: Ask participants to work in small groups, altering evaluation forms according to suggested improvements or specific needs of an individual project.

Suggested Time: two hours.

Suggested Resources: Section V and VI of this guide.

## INSERVICE SESSION IX – ROPES COURSE CONSTRUCTION AND STRATEGY

Note: Participation in this session does not qualify participants as instructors of high-risk ropes/initiatives activities.

OBJECTIVES:

1. Participate in solving ropes course and initiative problems.
2. Learn ropes course construction, building on prior knowledge and/or involvement with ropes and climbing techniques.
3. Practice integrating counseling strategies with the problem sequence of ropes and initiative tests.
4. Design, construct and test an original ropes course problem or initiative test.

Introduction to Ropes/Initiatives Course (part 1): Introduce the basic benefits of ropes and initiative training to Project Ranger (consult "Ropes/Initiatvies" section of Curriculum Guide). Explain safety rules (See Appendix C, p. A - 18). Work with workshop staff to complete the following pre-set problems:

1) Four Poster
2) Grape Jelly Oooze
3) Electric Fence
4) Tension Traverse
5) Inclined Log
6) Tipsy Ladder
7) Loop Walk

After undertaking these problems, encourage participants to share their feelings and ask questions.

Sequence of Ropes/Initiatives Course and Knot-Tying (part 2): Using the Project Ranger Curriculum Guide, discuss with participants the following: 1) sequencing ropes/initiatves curriculum; 2) introducing, instructing and debriefing each session; and 3) maintaining safety precautions.

Then assist participants in how to teach students to tie the following knots:

1) Bowline
2) Bowline on a coil
3) Water knot
4) Square knot
5) Half hitch
6) Prussik
7) Double fisherman's

Work with participants to set up a Z-drag.

Working With Ropes Problems: (part 3): Ask workshop participants to use skills they have gained from part 2 to set up and carry out a ropes problem from the Project Ranger Curriculum Guide. If time allows, participants can work together in small groups to create an original ropes problem or initiative test.

Suggested Time: two hours for part 1; three hours for part 2; and two hours for part 3.

Suggested Resources:

Ashley, Clifford. Book of Knots. Doubleday and Co., Garden City, NY, 1944.

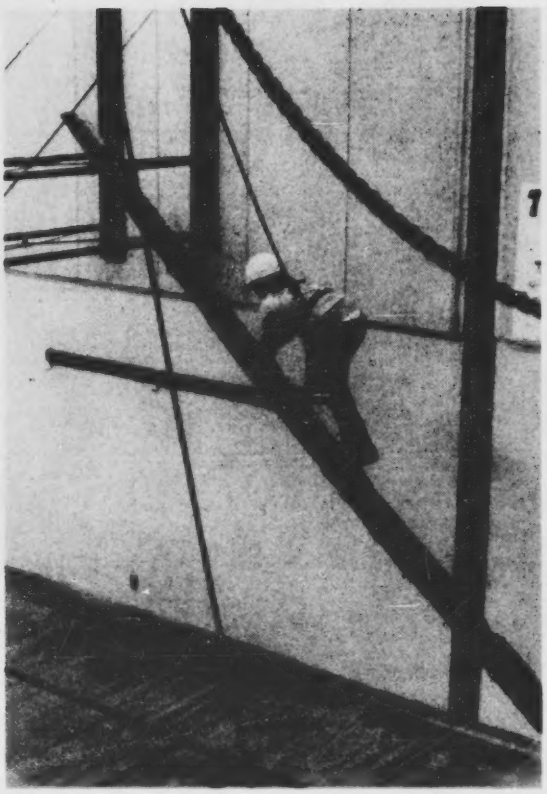
Portland Public Schools. Project Ranger Curriculum Guide. Portland, OR, 1978, Ropes/Initiatives Section pp. 369 - 406.

Project Adventure. Cowtails and Cobras. 775 Bay Road, Hamilton, MASS, 01936.

Materials: Ropes and other construction materials specified in activities.

SECTION V

## SELECTING STUDENTS FOR PROJECT RANGER



SECTION V

## SELECTING STUDENTS FOR PROJECT RANGER

The process of student referral must be undertaken deliberately and with care, to assure that Project Ranger is serving those most likely to derive the greatest benefits from the program. Also, the selected group should reflect an equitable distribution of opportunities sexually and racially.

Section V presents a detailed description of the student referral process and also describes the student referral and evaluation forms assembled in Appendix D. A potential adopter should review the following material in Section V, before designing and carrying out a student selection process for a new project.

PART I ORGANIZING STUDENT REFERRALS
Distributing and collecting forms, reviewing and prioritizing referrals.

PART II CONDUCTING STUDENT/PARENT ORIENTATION AND INTERVIEWS
Explaining the program, gaining parent/student commitment, distributing permission slips, etc.

PART III SELECTING RANGER STUDENTS
Identifying priority students, selecting and balancing groups, sending out acceptance materials.

PART IV ORGANIZING STUDENT FOLLOW-UP
Meeting with teachers of selected students, distributing student data sheets, conducting follow-up.

## PART I – ORGANIZING STUDENT REFERRALS

The project instructors work through the school contact to gather student referrals to Project Ranger. The process begins when the school contact person meets with the school staff. If the teachers have not been exposed to a Ranger orientation session, one should be conducted at this time. The school contact should briefly outline the program, announce the number of vacancies, and distribute referral forms to teachers who are actively willing to support the program. If teachers have any questions about what is expected from them in terms of time and energy, they should

receive accurate information about both aspects at this time. For an example of a student referral form, see Appendix D, p. A - 20.

After referral forms are distributed, the school contact must accept the difficult task of collecting them. Previous Ranger organizers have found that, if referral forms are not collected within five days, they may be easily lost or forgotten. The school contact should collect referral forms from the classroom teachers within two to five days after they are distributed.

After the first collection, the school contact and Ranger staff should compile a recruiting checklist (see Appendix D, p. A - 21), checking student distribution for sex and racial equity. Referrals should also be counted, to estimate whether there are enough to fill the program. For every twenty students that are referred, about eight to ten will actually complete the screening process. If more referrals are needed, or an imbalance in distribution needs to be corrected, the school contact should return to the building staff for additional suggestions.

The final step in the referral process involves a meeting between the school contact and the Ranger staff to discuss the referred students and establish a time for student orientation session.

When conducting the student referral process, classroom teachers and other staff members may often have questions about what kind of students are most suitable for Ranger. Although the student characteristics will vary according to the problems and needs of a specific school district, the following list may serve as a model:

DISRUPTIVE STUDENTS

Goal: To help students acquire appropriate classroom behaviors that will contribute to more successful learning.

Characteristics:

- Exhibit poor peer/adult relationships
- Work only in short attention spans
- Tend to become easily upset
- Demonstrate unpredictable, sometimes hostile behavior
- Lack of ability to follow directions
- Participate often in fights
- Become frustrated quickly

## WITHDRAWN STUDENTS

Goal: To improve student relationships with adults and peers and student involvement in activities, which will contribute to more successful learning.

Characteristics:

- Exhibit weak peer/adult relationships
- Accept the role of scapegoat
- Resist taking risks
- Become easily embarrassed
- Make few friends
- Avoid physical contact

## MODEL STUDENTS

Goal: To offer different and challenging experiences to students who can demonstrate appropriate behavior to other Ranger students, improving the classroom leadership qualities.

Characteristics:

- Exhibit strong peer/adult relationships
- Display good attendance and achievement records
- Work well in classroom situations
- Cooperate with other students
- Demonstrate self-motivation
- Show ability to follow directions
- Act in a responsible manner

Students that are referred to Ranger may or may not exhibit all of the characteristics listed above. It is important, however, that Ranger staff be prepared to clearly describe the kind of students they expect in the program.

## PART II – CONDUCTING STUDENT/PARENT ORIENTATION AND INTERVIEWS

All students who have been referred to Project Ranger are invited to attend the slide-show orientation session presented by the Ranger staff. While the staff shows slides, they should explain the major components of the project – work details, curriculum, ropes courses, overnights, field trips and the excitement and adventure that accompany these activities. Students and parents need to know why a child has been referred to Ranger; in order to participate, the student must express commitment to changing behavior.

If students wish to participate in Ranger after their orientation, they should be given a parent permission slip (see Appendix D, p. A - 22). Parent permission slips should: 1) describe the project to parents; 2) contain a form that indicates permission for their child's participation; and 3) schedule a parent orientation session, providing space for them to indicate their willingness to attend. Students should be instructed to return the permission slips within two or three days. Parents should be instructed to contact Ranger staff if they need more help in making a decision.

At a group meeting with prospective Ranger parents, present the slide-tape show, describe the program and answer questions. A suggested outline for the presentation appears below:

I. Introduction of staff

II. Thank you to parents for coming.
Explanation of reasons for meeting.

III. Description of Ranger program
Project History/ Program Philosophy/ Types of Activities

IV. Description of Student Participation
Schedules/ Bus Information/ Clothing Needs

V. Field Trip Information
Selection of Students/ Costs/ Health and Safety

VI. Staff Expectations of Students
Hard work in school and on Ranger trips/ Commitment to Behavior Change

VII. Student Selection
Quotas/ Selection Criteria/ Notification Procedure

VIII. Question and Answer Period

At the end of the session, distribute the health form to individuals for completion. At this time, informally discuss any problems parents might bring up about the program and any confidential information that you might want to share.

## PART III – SELECTING RANGER STUDENTS

After the commitment of both interested parents and students has been secured, the Ranger staff meets to review applicants and select Ranger students for the term. Hopefully, the number of qualified applicants will equal the number of vacancies in the program. If there are more applications than vacancies, then the staff will need to identify the participants, using the following criteria: 1) sex and racial equity; 2) degree of student/parent commitment; 3) teacher recommendations; 4) staff priorities; 5) student health forms; and 6) balance between students who are withdrawn, disruptive or model.

The selected students are then divided into two groups – one to participate with Ranger on Tuesdays and Thursdays, the other on Wednesdays and Fridays. Care should be taken to balance the distribution of sexes and minorities in each of the two groups. Other distribution considerations are: 1) identifying model students for each group; 2) separating students who are already antagonistic towards each other in school or are in excessively dependent friendships; and 3) evenly distributing the number of disruptive and withdrawn students in each group.

Classroom teachers, the building administration, students and parents need to be notified of the final selection. If students have not been selected for the current term, they should be ranked on a list of alternates who will take the place of dropouts or participate the next term. The building administration and the school contact person should be provided with a list of participating students which is updated and current throughout the term.

Students are notified of their selection into the program by receiving a packet of information to share with their parents, personally delivered by a staff member. The packet should contain: 1) a letter of acceptance (See Appendix D, p. 24); 2) a list of necessary clothing; 3) a curriculum outline; and 4) a schedule indicating Ranger participation days, bus times and destinations, and equipment and/or lunches needed from home. Students who are not selected should be notified at school and their parents should be phoned, giving the following information: 1) reasons for choices; 2) position on the alternate list; and 3) appreciation for interest and participation.

Classroom teachers of the selected students should receive the following information: 1) names of participants and days they will attend Ranger; 2) a curriculum outline; and 3) a schedule of activities and field trips for the entire term.

## PART IV – ORGANIZING STUDENT FOLLOW-UP

When Ranger students have been selected, it is important that the staff begin immediately to identify desirable behavior changes for each Ranger participant. This can be accomplished by working simultaneously with the students and the classroom teacher.

Schedule a meeting with the new Ranger students, asking them to fill out the student questionnaire (See Appendix D, p. A - 25-26). After they have completed the questionnaire, review their answers with them and decide on an individual focus for each student's behavior change as they enter into Ranger activities.

Meet with the sponsoring teacher of each new Ranger student to: 1) select a behavioral area of focus for the student's improvement during Ranger participation; 2) set up a convenient, regular meeting time; and 3) give the teacher a student data form and explain how it should be completed. The teacher should complete the data form and return it promptly to the Ranger staff; teachers will complete a similar form at the end of the term as part of Ranger evaluation.

When the student selection process has been completed, Project Ranger operations are ready to begin. The Ranger staff and students should carry out the activities that are scheduled in the curriculum plan for the term. The final important aspect of Project Ranger, evaluating the impact of the program, is outlined in Section VI of this guide.

SECTION VI

## EVALUATING PROJECT RANGER

SECTION VI

## EVALUATING PROJECT RANGER

A planned system of evaluation is a critical part of any new educational program. The results of evaluation should help the Project Ranger staff determine whether or not their efforts are accomplishing the pre-established goals and determine areas for program improvement. Section VI introduces a potential Ranger adopter to evaluation instruments and presents a schedule for distribution and collection of the forms.

PART I DESCRIPTION OF STUDENT EVALUATION FORMS
PART II DESCRIPTION OF PROGRAM EVALUATION FORMS
PART III EVALUATION CALENDAR FOR A TEN-WEEK TERM

### PART I
### DESCRIPTION OF STUDENT EVALUATION FORMS

The progress of individual Ranger students is monitored by Ranger staff, classroom teachers and the students themselves, using the following evaluation forms:

Project Ranger Student Data Sheet (Appendix E, p. A - 30)
Completed at the beginning and end of each Ranger term by the classroom teacher, this form rates student behavior in such categories as motivation, following directions, interpersonal relationships and risk behavior.

Project Ranger Weekly Monitoring Form (Appendix E, p. A - 29)
Completed weekly by Ranger staff, this form rates student behavior in such categories as motivation, following directions, interpersonal relationships and risk behavior.

Ranger Check-Up (Appendix E, p. A - 31)
Completed twice during the term by classroom teachers or Ranger students, this form checks student attendance, classroom behavior and work habits.

Ranger Student Questionnaire (Appendix E, p. A - 32-33)

Completed by Ranger students at the beginning and end for each Ranger term, this form evaluates ability to work, frustration level, willingness to take risks and interpersonal relationships.

## PART II
## DESCRIPTION OF PROGRAM EVALUATION FORMS

The impact of the entire ten week Ranger program is measured by classroom teachers and Ranger parents, using the following evaluation forms:

Project Ranger Term Appraisal (Appendix E, p. A - 34-36)

Completed by classroom teachers at the end of each Ranger term, this form evaluates the effectiveness of the program in such categories as improving classroom behavior, self concept and academic performance of Ranger students; and providing adequate communication channels between the classroom and Ranger activities and staff.

Project Ranger Evaluation Survey (Appendix E, p. A - 37-38)

Completed by Ranger parents at the end of each Ranger term, this forms asks for parent opinions about improvement in their child's attitude towards school, behavior at school and home, schools attendance and academic achievements, and the effectiveness of Ranger staff in communication with the parents.

## PART III
## EVALUATION CALENDAR FOR A TEN-WEEK TERM

| | |
|---|---|
| WEEK BEFORE TERM BEGINS | At the pre-term meeting with classroom teachers of Ranger students, ask them to complete the Student Data Sheet (Appendix E, p. A - 30) for a beginning of the term evaluation. |

| | | |
|---|---|---|
| WEEK ONE | Tuesday/Wed. | Ask students to complete the Student Questionnaire (Appendix E, p. A - 32-33) for beginning of the term self-evaluation. |
| | Friday | Collect Ranger Check-Up Form from classroom teachers. |
| | | Complete Weekly Student Monitoring Form (Appendix E, p. A - 29) for use in Monday staff meeting. |
| WEEK TWO – NINE | Monday | Distribute Ranger Check-Up (twice during term) to classroom teachers, commenting (if necessary) on whether or not you are receiving adequate information. |
| | | Discuss teacher and staff evaluations from the previous week as you plan the next week's program for individual students. |
| | Friday | Collect Ranger Check-Up from classroom teachers. |
| | | Complete Weekly Student Monitoring Form for use in Monday staff meeting. |
| WEEK TEN | Monday | Distribute Project Ranger Term Appraisal (Appendix E, pp. A - 34-36) to classroom teachers for their evaluation of the ten-week program. |
| | | Mail the Project Ranger Evaluation Survey (Appendix E, pp. A - 37-38) to Ranger parents. |
| | Friday | Collect Project Ranger Term Appraisal from classroom teachers. |
| | | Phone Ranger parents, reminding them to mail in the Project Ranger Evaluation Survey. |

| | |
|---|---|
| AFTER TERM COMPLETED | Review all evaluation forms in a staff meeting, to target areas for program improvement.<br><br>Forward all evaluation forms to the individual assigned with conducting Ranger evaluations. |

APPENDIX A

PROJECT RANGER JOB DESCRIPTIONS

PROJECT COORDINATOR
FIELD COUNSELOR
INSTRUCTIONAL AIDE
UNIVERSITY AIDE

PORTLAND PROJECT RANGER
JOB DESCRIPTION

## PROJECT COORDINATOR

### Project Description:

Project Ranger is designed to improve school behavior and academic performance of selected students in five North Portland elementary and middle schools who are not experiencing success in traditional school programs. Participating students also include a small number of model students who will benefit from leadership training.

The project staff works to improve group interaction and learning behavior through a series of stressful outdoor adventure and environmental education activities. Types of project activities include conservation work projects, environmental education lessons, rope climbing activities and frequent class and counseling meetings.

### Project Coordinator Responsibilities:

1. Managing daily program operations and final evaluations.
2. Preparing proposals and final reports.
3. Selecting and supervising staff; conducting staff training sessions.
4. Supervising curriculum selection and development.
5. Establishing student selection criteria and screening students.
6. Acting as liason between target schools and steering committee, parents and community agencies.

### Qualifications:

The project coordinator must hold a current Oregon Teacher's Certificate, with a strong background of experience and training in counseling. Other desirable qualifications include experience and skills in environmental education, climbing skills, cross country skiing, and rock climbing. The project coordinator should have previous management experience and/or training. Applicants must have, or be willing to apply for, an Oregon Bus Driver's License.

### Supervision and Evaluation:

School and/or district administrators will supervise and evaluate the work of the project coordinator.

### Salary:

Portland Public Schools teaching salary, plus 12% additional for extended responsibility, 20 extra working days at a daily rate and fringe benefits.

PORTLAND PROJECT RANGER
JOB DESCRIPTION

## FIELD COUNSELOR

### Project Description:

Project Ranger is designed to improve school behavior and academic performance of selected students in five North Portland elementary and middle schools who are not experiencing success in traditional school programs. Participating students also include a small number of model students who will benefit from leadership training.

The project staff works to improve group interaction and learning behavior through a series of stressful outdoor adventure and environmental education activities. Project activities include conservation work projects, environmental education lessons, rope climbing activities and frequent class and counseling meetings.

### Field Counselor Responsibilities:

1. Screening prospective Ranger students.
2. Counseling students to strive towards the goals and objectives of the project.
3. Working with classroom teachers to plan and carry out individualized basic skill and behavioral programs for Ranger students.
4. Coordinating and teaching backpacking and survival classes that include wilderness activities.
5. Coordinating and supervising conservation work projects.
6. Teaching environmental education both in school and on field trips throughout Oregon.
7. Driving the Ranger bus.

### Qualifications:

The field counselor must hold a current Oregon Teacher's Certificate. Other desirable qualifications include a strong background in counseling, environmental education, climbing skills, cross country skiing, and a knowledge of basic carpentry. Applicants must have or be willing to apply for, an Oregon Bus Driver's License.

### Supervision and Evaluation:

The field counselor will be supervised and evaluated by the project coordinator.

### Salary:

Portland Public Schools teaching salary and fringe benefits.

PORTLAND PROJECT RANGER
JOB DESCRIPTION

## INSTRUCTIONAL AIDE

### Project Description:

Project Ranger is designed to improve school behavior and academic performance of selected students in five North Portland elementary and middle schools who are not experiencing success in traditional school programs. Participating students also include a small number of model students who will benefit from leadership training.

The project staff works to improve group interaction and learning behavior through a series of stressful outdoor adventure and environmental education activities. Types of project activities include conservation work projects, environmental education lessons, rope climbing activities and frequent class and counseling meetings.

### Instructional Aide Responsibilities:

1. Screening and evaluating Ranger students.
2. Supervising student groups on conservation work projects.
3. Instructing during environmental education activities.
4. Acting as cabin counselor on overnight field trips.
5. Assisting certified staff with all aspects of Ranger operations, including curriculum development.
6. Driving the Ranger bus.

The responsibilities of the instructional aide may be changed or modified by the Project Coordinator according to the needs of a specific program.

### Qualifications:

Desirable qualifications for an instructional aide include: experience in work projects, natural history, outdoor survival, cross country skiing, rock climbing and campfire music; interest in working with reluctant learners; and physical stamina and willingness to work outdoors in inclement weather.

### Supervision and Evaluation:

An instructional aide will be supervised and evaluated by the project coordinator.

### Salary:

Placement on Portland Public School's salary scale for aides, plus fringe benefits.

PORTLAND PROJECT RANGER
JOB DESCRIPTION

## UNIVERSITY AIDE

### Project Description:

Project Ranger is designed to improve school behavior and academic performance of selected students in five North Portland elementary and middle schools who are not experiencing success in traditional school programs. Participating students also include a small number of model students who will benefit from leadership training.

The project staff works to improve group interaction and learning behavior through a series of stressful outdoor adventure and environmental education activities. Types of project activities include conservation work projects, environmental education lessons, rope climbing activities and frequent class and counseling meetings.

### University Aide Responsibilities:

1. Supervising small student groups on conservation work projects.

2. Assisting with instruction of one small student group and accepting full instructional responsibilities for another group.

3. Counseling and guiding students on overnight field trips.

4. Assisting Ranger staff in all aspects of Ranger operations, especially in development and field testing of new curriculum for behavior change.

Because Project Ranger activities are demanding of both time and energy, students should carefully review their own professional and academic goals before making an application.

### Qualifications:

A university aide must be currently enrolled in an appropriate educational program and institution. Other desirable qualifications include outdoor experience in work projects, natural history, survival, cross country skiing and campfire music; interest in working with reluctant learners; and physical stamina and willingness to work outdoors in inclement weather.

### Supervision and Evaluation:

A university aide will be supervised and evaluated by the project coordinator.

### Salary:

$100 per month honorarium

APPENDIX B

SAMPLE FALL AND SPRING CURRICULUM OUTLINES

## PROJECT RANGER FALL CURRICULUM OUTLINE

This outline presents the outdoor activities and curriculum areas that have been selected to address the established Project Ranger goals during the fall term. Ranger activities will include conservation and service oriented work projects, environmental study sessions and outdoor skill training. Overnight field trips to Malheur Wildlife Refuge (October 18 - 22) and a Willamette Valley farm (November 7 - 8) will allow for group interaction over an extended time period.

I. Work Projects

- A. Build a spur trail from Linnton School to the Ranger Nature Trail.
- B. Carry out maintenance work on the Ranger Nature Trail.
- C. Construct bird feeders for winter.
- D. Barkchip a hiking trail in Forest Park.
- E. Clear the brush around small trees in the Hoyt Arboretum.

Work projects are designed to: 1) develop group interaction and problem-solving skills; 2) provide participants with a sense of accomplishment; 3) set up a situation for individual student counseling. Early projects will be directed solely by staff members, emphasizing instruction in tool use and safety; later projects will provide opportunities for student leadership.

II. Environmental Study Activities

- A. Oregon Study
  1. Mapping
  2. Route Finding
  3. Climate
  4. Soils
  5. Geology
  6. Animals/birds
  7. Water sample analysis
- B. Regional Comparisons
  1. Cascades (Columbia Gorge, Malheur Wildlife Refuge Field Trips)
  2. Eastern Oregon (Malheur Wildlife Refuge Field Trip)
  3. Willamette Valley (Sauvie Island Field Trip, Farm Overnight)
  4. Oregon Coast (Cascade Head Field Trip)

Each environmental activity has a content goal and a behavioral goal. The behavioral goals include such things as following directions, asking questions, sharing, working with others, and problem solving. Individual behavioral goals are often assigned to

address the needs of specific students.

III. Outdoor Skills

A. Group Initiative Tests

1. Electric Fence
2. Witches Broom
3. Shipwreck
4. Capture the Flag

B. Individual Initiative Tests

1. Loop Walk
2. Long and Short Tyrolean
3. Combination Ropes Course

Initiative tests provide challenges to both groups and individuals, with the group skills building cooperative support for the more difficult individual initiative tests.

IV. Class Meetings

Class meetings last approximately 45 minutes each day and are designed to help students learn the daily schedule, set goals and discuss their personal feelings and problems.

## PROJECT RANGER SPRING CURRICULUM OUTLINE

This outline presents the outdoor activities and curriculum areas that have been selected to address the established Project Ranger goals during the spring term. Ranger activities will include community service work projects, lessons in marine biology and coastal ecology, studies in Indian history and outdoor skill training. An extended field trip is planned to the Oregon Coast, April 24 - 27, 1978, to study marine life and coastal ecology.

I. Community Service Work Projects

- A. Rebuild a footbridge in Forest Park.
- B. Clear and build a trail in the Hoyt Arboretum, Forest Park, and at the Audubon Bird Sanctuary.
- C. Carry out garden care projects for senior citizens in North Portland.

Conservation work projects are designed to; 1) develop group interaction and problem-solving skills; 2) provide participants with a sense of accomplishment; 3) set up a situation for individual student counseling. Early projects will be directed solely by staff members, emphasizing instruction in tool use and safety; later projects will provide opportunities for student leadership.

II. Environmental Study Activities

- A. Oceanography
- B. Tidepool Ecology
- C. Sand Dune Studies
- D. Estuary Ecology
- E. Coastal Indian History
- F. Coastal Forest Ecology

Each environmental activity has a content goal and a behavioral goal. The behavioral goals include such skills as following directions, asking questions, sharing, working with others, and problem-solving. Individual behavioral goals are often assigned to address the needs of specific students.

III. Outdoor Skills

- A. Group Initiative Tests
  1. Electric Fence
  2. Witches Broom
  3. Shipwreck
  4. Capture the Flag

Initiative tests provide challenges to both groups and individuals, with the group skills building cooperative support for the more difficult individual initiative tests.

IV. Class Meetings

Class Meetings last approximately 45 minutes and are designed to help students learn the daily schedule, set goals and discuss their personal feelings and problems.

| WEEK | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| I DEC. | 6<br>School Visitations<br>Parent Conferences | 7<br>AM – Intro to Ranger Work Projects<br>PM – Winter Clothing Demonstrations | 8<br>Same as Dec. 7 | 9<br>AM – Class Meeting Work Projects<br>PM – Clothing Checks Initiative Tests | 10<br>Same as Dec. 9 |
| II | 13<br>School Visitations<br>Parent Conferences | 14<br>AM – Class Meeting Work Projects<br>PM – Hypothermia "By Nature's Rules" Frostbite Slides | 15<br>Same as Dec. 14 | 16<br>AM – Class Meeting Get clothes for those who need it<br>PM – Construct Survival kits | 17<br>Same as Dec. 16 |
| III JAN. | 3<br>Planning Day | 4<br>AM – Class Meeting Pine Tar / Fix Skis<br>PM – Survival Priorities | 5<br>Same as Jan. 4 | 6<br>AM – Ski Mt. Hood Skiing Basics<br>PM – Survival Acclimitization to winter environment | 7<br>Same as Jan. 6 |
| IV | 10<br>School Visitations<br>Parent Conferences | 11<br>AM – Class Meeting Clean Skis<br>PM – Types of Signaling | 12<br>Same as Jan. 11 | 13<br>AM – Ski Mt. Hood Walking, skiing uphill, herring bone, kick turn<br>PM – Survival signaling fires | 14<br>Same as Jan. 13 |
| V | 17<br>School Visitations<br>Parent Conferences | 18<br>AM – Class Meeting Work Projects<br>PM – Snow Survey Weather forecasting | 19<br>Same as Jan. 18 | 20<br>AM – Ski Mt. Hood Skiing, stopping turning<br>PM – Survival Snow survey | 21<br>Same as Jan. 20 |
| VI | 24<br>School Visitations<br>Parent Conferences | 25<br>AM – Class Meeting Work Projects<br>PM – Urban Survival | 26<br>Same as Jan. 25 | 27<br>AM – Urban Field Trip<br>PM | 28<br>Same as Jan. 27 |
| VII FEB. | 31<br>School Visitations<br>Parent Conferences | 1<br>AM – Class Meeting Work Projects<br>PM – Car as a survival tool How to use a stove | 2<br>Same as Feb. 1 | 3<br>AM – Ski Mt. Hood Nordic Ski School<br>PM – Survival working with stoves | 4<br>Same as Feb. 3 |
| VIII | 7<br>School Visitations<br>Parent Conferences | 8<br>AM – Class Projects Work Projects<br>PM – Shelters/Snow/ Natural/Visqueen | 9<br>Same as Feb. 8 | 10<br>AM – Ski Mt. Hood Skiing: Short tour<br>PM – Survival Shelter Construction | 11<br>Same as Feb. 10 |
| IX | 14<br>School Visitations<br>Parent Conferences | 15<br>AM – Class Meeting Pack bus<br>PM – Prepare for overnight | 16<br>Same as Feb. 15 | 17<br>AM – Mt. Hood Overnight<br>PM | 18<br>Mt. Hood Overnight |
| X | 21<br>No School | 22<br>Mt. Hood Overnight | 23<br>Mt. Hood Overnight | 24<br>AM – Wrap up Term<br>PM – Clean Equipment | 25<br>Same as Feb. 24 |

Christmas Vacation Dec. 18 Jan. 2

APPENDIX C

SUPPLEMENTARY STAFF WORKSHOP MATERIALS

NINE STEPS TO DISCIPLINE
PROBLEMS TO SOLVE WITH CLASS MEETING ACTIVITIES
EMERGENCY PROCEDURES FOR GROUP FIELD TRIPS
FIELD TRIP SAFETY POLICIES
ROCK CLIMBING SAFETY PROCEDURES

INSERVICE SESSION II
REALITY THERAPY COUNSELING

Nine Steps to Discipline

Step 1: Have a well-planned, activity-oriented curriculum that dictates clear expectations for student behavior.

Step 2: Be positive and gain student involvement by maintaining close contact and developing rapport with them.

Step 3: Emphasize present behavior; call attention to "what" a student is doing, not "why" something has happened. Avoid dwelling on past behavior.

Step 4: Allow the student to make value judgements about her or his own behavior, not the teacher. Guide students to decide whether or not their behavior helps or hinders an activity.

Step 5: Make a small, specific plan for behavior change, either written or verbal, with teacher/student agreed upon guidelines for action.

Step 6: Gain the student's commitment to follow the plan of action.

Step 7: Recycle, replan and accept no excuses. If the behavior plan is followed, make sure the student is rewarded. If not, start the planning process again at a logical place in the activity sequence.

Step 8: Use discipline rather than punishment. Make sure disciplinary actions are direct consequences of student violations of agreed upon limits, not arbitrarily imposed punishments.

Step 9: Never give up. Students are often disruptive or withdrawn through a lifetime of practicing negative behavior patterns. Change will only occur with a steady and patient response to these patterns.

INSERVICE SESSION III
CLASS MEETINGS

Problems to Solve with Class Meeting Activities

1. Several students in the group have very short attention spans and may not complete their part of an activity; they may not pay attention well enough to even begin the necessary task. The students with short attention spans may cause others to drift away from participating in the task as well.

2. Two students in a group have an overt dislike for each other. Their arguments and bickering bothers other students in the group and interferes with learning activities. Other students have begun taking sides with one of the two students, splitting the class into two distinct factions.

3. The Ranger students have not yet formed a cooperative group. Instead, they focus their attention on the teacher and ignore each other. Group activities are characterized by lack of cooperation, minimal or no sharing, and talking out of turn.

4. Several students with minimal basic skills will give up on an activity before it is completed; they then focus their energies on distracting other students from the activity. The low-skill students compensate for feelings of inadequacy and lack of self esteem by behaving in a loud, rude and disruptive manner.

5. Several students have succeeded in forming a cooperative group, ready to share and examine individual goals and values. However, they still resist sharing their feelings about their experiences with other members of the group. They view display and/or sharing of emotions as high risk behavior.

INSERVICE SESSION IV
EMERGENCY PROCEDURES FOR GROUP FIELD TRIPS

These emergency procedures are intended for staff use if an accident or other emergency arises on a group field trip. Because each emergency situation is likely to occur in unique circumstances, it is difficult to outline procedures which will adequately handle every situation. It is most essential that staff members respond to emergencies in an organized, calm manner, assuring members of the group that they will emerge from the situation safe and sound. Give clear and direct instructions to all members of the group about what to do in the situation.

1. Assess the situation, provide first aid care if necessary and remove threat of further injury to the victim and other group members.

2. Develop a plan to handle the immediate situation. Determine whether or not travel or evacuation is advisable, considering the nature of injuries, weather, strength and condition of the group, condition of the terrain, etc. It is often best to wait for professionals to transport accident victims. However, the group may undertake transportation if professional assistance will not reach the victim in time to maintain life.

3. If transport is not undertaken, prepare two copies of a written message containing the following information: names(s) of the victim, exact location, time of injury, first aid administration and help needed. One copy of the message should be pinned to the victim.

4. Meet with the entire group to formulate and communicate a plan of action. Send one staff member and two or three strong, competent students with the second copy of the message to the nearest communication source. The message should be delivered first to the required medical and rescue aid personnel; second, to the Project Ranger coordinator. Remaining group members should stay in assigned area unless specificially assigned to a task outside the area.

5. Staff members should withhold emergency information from the news media. The project supervisor will accept responsibility for news releases notification of parents in the event of an emergency. Requests for information should be tactfully referred to the supervisor.

6. Upon reaching safety, file all the required school district reports, a copy of a personal statement about the event, and the required insurance company accident forms.

INSERVICE SESSION VI
FIELD TRIP SAFETY POLICIES

PRE-TRIP STAFF PREPARATIONS

1. Obtain a signed permission slip from the parent or guardian of every participant before departure (See Curriculum Guide, pp. 287 - 88 for an example).

2. Obtain a complete health record on every participant and collect them in a file to be taken on the trip.

3. Secure a complete first-aid kit for each group that will be traveling independently on the trip.

4. If the trip involves outdoor activities, make sure that students have insurance coverage and that the staff has liability insurance coverage.

5. Submit a list of trip participants and telephone numbers to the school supervisor prior to departure.

6. Check all equipment that will be used on the trip for safety and repairs. Pack and load emergency equipment.

7. Check road and weather conditions that may influence the trip.

STAFF SUPERVISION DURING THE TRIP

1. Convey safe attitudes and actions by example at all times.

2. Identify qualified staff members to directly supervise all activities.

3. Call the role of participants at regular intervals throughout the trip.

4. Maintain the staff on duty at all times, scheduling any time off that may be required.

SAFETY RULES FOR STUDENTS

1. Inform staff members if you are leaving the camp area. Do not leave the area alone or without permission.

2. Remain with the group on the trail.

3. Always wear a whistle and blow it three times for an emergency signal.

4. Keep cook stoves at least six feet away from any tent.

5. Inform students of specific safety rules that are required by the field trip location.

POST-TRIP STAFF PROCEDURES

1. Record equipment problems and repair needs on all camping and outdoor equipment used on the trip.

2. Document any accidents or illnesses on the appropriate school district and insurance company forms.

3. Review accident information to determine the causes and make program alterations to prevent similar accidents.

INSERVICE SESSION IX
ROCK CLIMBING SAFETY PROCEDURES

1. Wear climbing helmets during all ropes and rock climbing activities.
2. Never step on a rope or a sling.
3. Do not drop helmets or carabiners.
4. Use proper climb calls when climbing.
5. When climbing, remain on a belay until you are in a safe area behind the belayer.
6. At the top of a climb, do not venture towards the edge unless you are roped up and tied in.
7. Never throw objects over the edge at the top of a climb.

SAFETY PROCEDURES FOR INSTUCTORS

1. Set up and test out all climbs before allowing students to attempt them.
2. Always wear a diaper or waist sling in case someone on the climb needs rescue assistance.

APPENDIX D

PROJECT RANGER STUDENT REFERRAL AND SELECTION FORMS

REFERRAL FORM
RECRUITING CHECKLIST
PARENT PERMISSION SLIP
HEALTH HISTORY FORM
ACCEPTANCE LETTER
RANGER STUDENT QUESTIONNAIRE
STUDENT DATA SHEET

Portsmouth School
5103 N. Willis, Portland, Oregon 97203
Portsmouth Office: 285-7739
Linnton Site: 286-0523

Karen McCann, Project Coordinator
Carla Fox, Field Counselor

School _____

Grade _____

PROJECT RANGER
Referral Form

Student Name: _____

Referred by: _____

Date: _____

Would you classify this student as _____disruptive
_____withdrawn
_____model

Reason why student is being referred.

What benefits or behavioral changes would you like to see as a result of participation in Ranger?

Portsmouth School
5103 N. Willis, Portland, Oregon 97203
Portsmouth Office: 285-7739
Linnton Site: 286-0523

Karen McCann, Project Coordinator
Carla Fox, Field Counselor

School Name _____ Term _____

| Student Referred | Permission Slip | Interview | Medical Form | Referral Form | SDS | Sponsoring Teacher | Comments |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |
| 16. | | | | | | | |
| 17. | | | | | | | |
| 18. | | | | | | | |
| 19. | | | | | | | |
| 20. | | | | | | | |
| 21. | | | | | | | |
| 22. | | | | | | | |
| 23. | | | | | | | |
| 24. | | | | | | | |
| 25. | | | | | | | |

PROJECT·RANGER

Portsmouth School
5103 N. Willis, Portland, Oregon 97203
Portsmouth Office: 285-7739
Linnton Site: 286-0523

Karen McCann, Project Coordinator
Carla Fox, Field Counselor

December 4, 1978

Dear Parents:

Today your child saw a slide show of Project Ranger. Your child's teacher has recommended that s/he would enjoy and benefit from participation in the Ranger program.

Ranger is a special project which works with five schools in North Portland. Students attend Ranger two days per week and spend the remaining time in their schools. The Winter Term will start on December 12 and run through March 2. A major field trip is planned during the term.

Ranger is only able to accept a limited number of students for each term. So that your child may be considered, we need to meet with you to offer you a more complete explanation of the program. Unless you meet with the Ranger staff, your child cannot be accepted.

We have set times for conferences at each of the participating schools. You may attend any of the meetings. Please return the permission slip as soon as possible to your child's school. If the following times are inconvenient for you, please call and leave a message for us at 285-7739.

Wednesday, Dec. 6, 1978
9:20 a.m.
James John School
7439 N. Charleston

Thursday, Dec. 7, 1978
1:00 p.m.
Astor School
5601 N. Yale

Wednesday, Dec. 6, 1978
2:00 p.m.
Sitton School
9930 N. Smith

Thursday, Dec. 7, 1978
7:30 p.m.
Portsmouth Middle School
5103 N. Willis

Thursday, Dec. 7, 1978
10:30 a.m.
George School
10000 N. Burr

_____ Yes, I am interested in having my child participate in Project Ranger Winter Term.

I can meet with the staff at the time circled above. (Please circle one).

Student's name _____ School _____

Signature of parent of guardian _____ Date _____

Dave Wright
Field Counselor

Rhonda Frick
Field Counselor

PROJECT RANGER

## Health History Form

Student's Name _____

Parent or Guardian _____

Home Address _____ Home Phone _____

Family Doctor _____ Business Phone _____

In emergency, if unable to reach parent, contact:

Name _____ Address _____ Phone _____

---

Immunizations: Check if your child has received any of the following:

Smallpox _____ Measles _____ TB Test _____
Diptheria/Tetanus _____ Rubella _____ Result _____
Polio _____ Mumps _____

| Special Information | Yes | No | |
|---|---|---|---|
| Epilepsy | ( ) | ( ) | |
| Recent exposure to contagious disease | ( ) | ( ) | Diseases _____ |
| Sleepwalking | ( ) | ( ) | |
| Bedwetting | ( ) | ( ) | |
| Fainting | ( ) | ( ) | |
| Allergic Reactions (Plant, insect, food, medicine) | ( ) | ( ) | Type _____ |
| Is student taking medication at present? | ( ) | ( ) | |

If yes, explain _____

Other information or direction from parent: _____

_____

_____

I hereby give my permission for non-prescription medication (aspirin, neosporin, etc.) to be given to my child (name) _____ if deemed necessary by the Project nurse.
IN CASE OF SURGICAL EMERGENCY, I hereby give permission to the physician selected by the Project Director, or in her absence, her designee, to hospitalize, secure treatment for, and to order injections, anesthesia, or surgery for my child as named above.

(Any directions to the contrary should be specified on the reverse side of this form and signed.)

Parent's Signature _____ Date _____

Medical Insurance Policy _____ Policy Number _____

Portsmouth School
5103 N. Willis, Portland, Oregon 97203
Portsmouth Office: 285-7739
Linnton Site: 286-0523

Karen McCann, Project Coordinator
Carla Fox, Field Counselor

December 8, 1978

Dear Parents & _____ :

Welcome to Project Ranger's Winter Term!! You will be coming to Ranger on _____ and _____ beginning December 12 through March 1. The Ranger bus will pick you up in front of your school at _____ a.m. and return you to your school at _____ p.m.

There is no hot lunch program at Ranger. Everyone must bring their own lunch. Arrangements will be made for those of you on the free lunch program during the first week of Ranger. Everyone must bring their lunch during the first week.

Remember, the Ranger program operates in the out of doors, rain or shine. The following is a list of clothing to keep you warm and dry:

STURDY WATERPROOF BOOTS
Sweater or warm shirt
Long pants
Warm jacket (that can get dirty!)
Stocking cap
Rain gear (this is a must and should be heavy duty)

The Ranger staff is looking forward to the first day!

See you then. Please call us at Portsmouth School, 285-7739, if you have any questions regarding to program. We will return your call as soon as possible.

Sincerely,

Dave Wright
Field Counselor

Rhonda Frick
Field Counselor

## RANGER STUDENT QUESTIONNAIRE

Think hard about each question, then mark your answer by placing an X on the line where the answer is closest to your own.

Be honest – it's only for you.

1. How often do you complete assignments given to you by your teacher?

| I always finish and I do extra work | I need help but I get my work finished | I never finish any assignments |
|---|---|---|

2. How well do you learn new skills?

| I always learn them quickly and learn extra ones | I need help but I learn new skills | I never learn new skills in school |
|---|---|---|

3. Do you do your work alone, or do you need someone's help?

| I can always finish my work alone | I sometimes need the teachers help | I always need help from someone |
|---|---|---|

4. How often do you take part in class projects?

| I'm very active and often lead groups | I participate with the teachers help | I never take part in class groups |
|---|---|---|

5. How well do you get along with adults?

| I enjoy talking to adults and get along well with them | I usually talk to adults if they talk to me first | I don't like talking to adults and don't get along with them |
|---|---|---|

6. How well do you get along with kids your own age?

| I have a lot of friends and get along with kids. I'm often a leader | I get along with most kids but some I can't get along with at all | I have a hard time getting along with any kids my age |
|---|---|---|

7. What happens when you get frustrated?

| | | |
|---|---|---|
| I never show my temper but know when I'm frustrated and can explain it | Sometimes I get so frustrated in school I can't control my temper | I often get frustrated and lose my temper and hurt people |

8. How often do you take risks with yourself?

| | | |
|---|---|---|
| I always try new and different things | There are some new things I will not try unless someone encourages me | I don't like new ways of doing things and refuse to do them |

9. How often do you get involved in fighting, vandalism, yelling at the teacher or other adults, bothering other kids in class, etc.?

| | | |
|---|---|---|
| I rarely get involved in fights, vandalism, yelling at teachers or bothering others | Sometimes I fight, bother others, yell at teachers or am involved in vandalism | I always get involved in fights, yelling at teachers or adults and bothering others. |

Project Ranger: Student Data Sheet Form E

Student's Name _____ Grade _____ Session F W S (circle one)

School _____ Days Participating _____ T – TH W – F (circle one)

Sponsoring Teacher _____ Referral Classification D W M Date _____

Directions: Circle the numeral which best describes the student's typical classroom behavior, during the past observation period, with respect to each of the behavior categories listed.

| | Degree of Satisfactory Behavior | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | | | Satisfactory | |
| A. MOTIVATION: The student is concerned about doing well on learning tasks | 1 | 2 | 3 | 4 | 5 |
| B. FOLLOWS DIRECTIONS: The student follows directions quickly and accurately | 1 | 2 | 3 | 4 | 5 |
| C. COMPLETES ASSIGNED TASKS: The student completes assigned tasks in the time allotted | 1 | 2 | 3 | 4 | 5 |
| D. WORKS COOPERATIVELY WITH OTHER STUDENTS: The student works smoothly and effectively with other students toward the accomplishment of a common task | 1 | 2 | 3 | 4 | 5 |
| E. WORKS INDEPENDENTLY: The student works efficiently and effectively by him/her self | 1 | 2 | 3 | 4 | 5 |
| F. MANNER OF RELATING TO ADULTS: The student establishes and maintains good rapport with adults | 1 | 2 | 3 | 4 | 5 |
| G. SOCIAL RELATIONS WITH PEERS: The student gets along with peers | 1 | 2 | 3 | 4 | 5 |
| H. FRUSTRATION LEVEL: The student copes successfully with frustrations | 1 | 2 | 3 | 4 | 5 |
| I. RISK BEHAVIOR: The student seeks out new and unfamiliar tasks | 1 | 2 | 3 | 4 | 5 |
| J. ANTI-SOCIAL BEHAVIOR: The student is involved in aggressive/violent behavior (e.g., intimidation, insubordination, fighting, etc.) | 1 | 2 | 3 | 4 | 5 |
| K. SELF CONCEPT: The student appears confident with his/her work, at ease with other people, enthusiastic in his/her approach to task accomplishment | 1 | 2 | 3 | 4 | 5 |

APPENDIX E

PROJECT RANGER EVALUATION FORMS

PROJECT RANGER WEEKLY MONITORING FORM
PROJECT RANGER STUDENT DATA SHEET
RANGER CHECK-UP
RANGER STUDENT QUESTIONNAIRE
PROJECT RANGER TERM APPRAISAL
PROJECT RANGER EVALUATION SURVEY

PROJECT RANGER: Weekly Student Monitoring Form

Session _____ Group _____ Week _____ Date _____

Directions: For each of the behaviors listed, indicate with either an S (Satisfactory) or a U (Unsatisfactory) each student's performance during this particular week.

| STUDENTS | Behaviors | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A Motivation | B Follows Directions | C Completes Tasks | D Works Cooperatively | E Works Independently | F Relates to Adults | G Relates to Peers | H Frustration Level | I Risk Behavior | J Anti-Soc. Behavior | K Self-Concept | L Leadership Skill Demonstration | n | # w/ S | % w/ S |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| N | | | | | | | | | | | | | | | |
| # with S | | | | | | | | | | | | | | | |
| % with S | | | | | | | | | | | | | | | |

Project Ranger: Student Data Sheet

Student's Name _____ Grade _____ Session F W S (circle one)

School _____ Days Participating _____ T – TH W – F (circle one)

Sponsoring Teacher _____ Referral Classification D W M Date _____

Directions: Circle the numeral which best describes the student's typical classroom behavior, during the past observation period, with respect to each of the behavior categories listed.

| | | Degree of Satisfactory Behavior | | | | |
|---|---|---|---|---|---|---|
| | | Unsatisfactory | | | Satisfactory | |
| A. | MOTIVATION: The student is concerned about doing well on learning tasks | 1 | 2 | 3 | 4 | 5 |
| B. | FOLLOWS DIRECTIONS: The student follows directions quickly and accurately | 1 | 2 | 3 | 4 | 5 |
| C. | COMPLETES ASSIGNED TASKS: The student completes assigned tasks in the time allotted | 1 | 2 | 3 | 4 | 5 |
| D. | WORKS COOPERATIVELY WITH OTHER STUDENTS: The student works smoothly and effectively with other students toward the accomplishment of a common task | 1 | 2 | 3 | 4 | 5 |
| E. | WORKS INDEPENDENTLY: The student works efficiently and effectively by him/her self | 1 | 2 | 3 | 4 | 5 |
| F. | MANNER OF RELATING TO ADULTS: The student establishes and maintains good rapport with adults | 1 | 2 | 3 | 4 | 5 |
| G. | SOCIAL RELATIONS WITH PEERS: The student gets along with peers | 1 | 2 | 3 | 4 | 5 |
| H. | FRUSTRATION LEVEL: The student copes successfully with frustrations | 1 | 2 | 3 | 4 | 5 |
| I. | RISK BEHAVIOR: The student seeks out new and unfamiliar tasks | 1 | 2 | 3 | 4 | 5 |
| J. | ANTI-SOCIAL BEHAVIOR: The student is involved in aggressive/violent behavior (e.g., intimidation, insubordination, fighting, etc.) | 1 | 2 | 3 | 4 | 5 |
| K. | SELF CONCEPT: The student appears confident with his/her work, at ease with other people, enthusiastic in his/her approach to task accomplishment | 1 | 2 | 3 | 4 | 5 |

# Ranger Check Up

Student _____ Teacher _____ Date _____

Please check the boxes which apply below. Also make comments concerning this student's attendance, classroom behavior and work habits. This will be shared with the student.

| Yes | Sometimes | No | Student |
|---|---|---|---|
| ☐ | ☐ | ☐ | 1. is concerned about school work |
| ☐ | ☐ | ☐ | 2. completes assigned tasks |
| ☐ | ☐ | ☐ | 3. stays on task until completed |
| ☐ | ☐ | ☐ | 4. is able to work at seat |
| ☐ | ☐ | ☐ | 5. is not involved in fighting |
| ☐ | ☐ | ☐ | 6. does not talk out in class without permission |
| ☐ | ☐ | ☐ | 7. attends class regularly |
| ☐ | ☐ | ☐ | 8. gets along with other students |
| ☐ | ☐ | ☐ | 9. follows directions and listens in class |
| ☐ | ☐ | ☐ | 10. seems to be making progress |

This student needs to work hardest in the area of _____

_____

_____

_____

Other comments

## RANGER STUDENT QUESTIONNAIRE

Think hard about each question, then mark your answer by placing an X on the line where the answer is closest to your own.

Be honest – it's only for you.

1. How often do you complete assignments given to you by your teacher?

| I always finish and I do extra work | I need help but I get my work finished | I never finish any assignments |
|---|---|---|

2. How well do you learn new skills?

| I always learn them quickly and learn extra ones | I need help but I learn new skills | I never learn new skills in school |
|---|---|---|

3. Do you do your work alone, or do you need someone's help?

| I can always finish my work alone | I sometimes need the teachers help | I always need help from someone |
|---|---|---|

4. How often do you take part in class projects?

| I'm very active and often lead groups | I participate with the teachers help | I never take part in class groups |
|---|---|---|

5. How well do you get along with adults?

| I enjoy talking to adults and get along well with them | I usually talk to adults if they talk to me first | I don't like talking to adults and don't get along with them |
|---|---|---|

6. How well do you get along with kids your own age?

| I have a lot of friends and get along with kids. I'm often a leader | I get along with most kids but some I can't get along with at all | I have a hard time getting along with any kids my age |
|---|---|---|

7. What happens when you get frustrated?

| | | |
|---|---|---|
| I never show my temper but know when I'm frustrated and can explain it | Sometimes I get so frustrated in school I can't control my temper | I often get frustrated and lose my temper and hurt people |

8. How often do you take risks with yourself?

| | | |
|---|---|---|
| I always try new and different things | There are some new things I will not try unless someone encourages me | I don't like new ways of doing things and refuse to do them |

9. How often do you get involved in fighting, vandalism, yelling at the teacher or other adults, bothering other kids in class, etc.?

| | | |
|---|---|---|
| I rarely get involved in fights, vandalism, yelling at teachers or bothering others | Sometimes I fight, bother others, yell at teachers or am involved in vandalism | I always get involved in fights, yelling at teachers or adults and bothering others. |

# MEMORANDUM

Evaluation Department / PORTLAND PUBLIC SCHOOLS / 631 N.E. Clackamas Street / Portland, Oregon 97208

Barry J. Rainstein, Evaluation Specialist Telephone I-(503)-234-3392

TO: Project RANGER Sponsoring Teachers DATE: June 1, 1978

Re: Appraisal of Project RANGER Spring '78 term

As the evaluator for Project RANGER, I believe that your observations, impressions, and opinions concerning the impact of the program may be one of the most vital measures of the project's success. Consequently, I solicit your assistance in assessing the effectiveness of the RANGER Spring '78 program via completion of the short questionnaire on the following pages. I am fully aware of your busy schedules and consequently request that you spend no more that 5 minutes in responding to this survey.

Your cooperation in this endeavor will be greatly appreciated as your opinions are important to the further development of the project.

Upon completion (please, no later than June 8) return the questionnaire to your Project RANGER "contact" person and he/she will forward the questionnaire(s) to me at the administration Building via the PONY. If you have any questions about this survey or the project in general please feel free to call me (Ad. Bldg. extension 297).

BJR/ms

Project RANGER Spring '78 Term Appraisal

Directions: For questions 1 - 8 please circle the degree to which Project RANGER has, in general, performed the service or function specified. Question 9 solicits your suggestions.

1. How effective do you believe RANGER has been in improving the classroom behavior of RANGER participants?

| Very Effective | | | Not At All Effective | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

2. How effective do you believe RANGER has been in academically motivating RANGER participants?

| Very Effective | | | Not At All Effective | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

3. How effective do you believe RANGER has been in enhancing the self concept of RANGER participants?

| Very Effective | | | Not At All Effective | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

4. How effective do you believe RANGER has been in improving the school work of RANGER participants?

| Very Effective | | | Not At All Effective | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

5. How effective do you believe RANGER has been in improving the school attendance of RANGER participants?

| Very Effective | | | Not At All Effective | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

6. How adequate do you believe the RANGER staff has been in communicating with you regarding your student's progress?

| Very Adequate | | | Not At All Adequate | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

7. How adequate do you believe you have been in communicating with the RANGER staff regarding the progress of RANGER participants in your classroom?

| Very Adequate | | | Not At All Adequate | No Opinion |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 0 |

8. In general, how satisfied have you been with the just completed RANGER Spring '78 term?

| Very Satisfied | | | Not At All Satisfied | | No Opinion |
|---|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 1 | |

9. What would you suggest to make the RANGER program more beneficial for you and your students?

# MEMORANDUM

Evaluation Department / PORTLAND PUBLIC SCHOOLS / 631 N.E. Clackamas Street / Portland, Oregon 97208

## Project RANGER Evaluation Survey

To the Parent Completing this Survey:

The Evaluation Department of Portland Public Schools is currently contacting parents of students who have been in the RANGER program to find out if they (the parents) feel the program has been beneficial for their children. Information received from parents will be used for the purpose of making RANGER a better program for Portland students. Consequently, it would be appreciated if you would answer the following short questions about the RANGER program.

Be assured that we are only interested in learning how good or bad you think the RANGER program has been and are not interested in making particular judgments about your son or daughter. No information you provide will ever be identified by name or go into any of your son or daughter's school records. Thus, your answers to this survey are completely confidential.

Please return you completed form in the pre-stamped, pre-addressed envelope provided.

---

Directions: Please rate each of the following questions by CIRCLING the number of the opinion, below each of the questions, which best indicates your feelings about the RANGER program.

1. How effective do you believe RANGER has been in improving your child's attitude toward school?

   (4) very effective
   (3) somewhat effective
   (2) only slightly effective
   (1) not at all effective
   (0) this question does not apply to my child

2. How effective do you believe RANGER has been in improving your child's attendance at school?

   (4) very effective
   (3) somewhat effective
   (2) only slightly effective
   (1) not at all effective
   (0) this question does not apply to my child

3. How effective do you believe RANGER has been in improving your child's behavior at school?

   (4) very effective
   (3) somewhat effective
   (2) only slightly effective
   (1) not at all effective
   (0) this question does not apply to my child

4. How effective do you believe RANGER has been in improving your child's behavior at home?

   (4) very effective
   (3) somewhat effective
   (2) only slightly effective
   (1) not at all effective
   (0) this question does not apply to my child

5. How effective do you believe RANGER has been in improving your child's school work?

(4) very effective
(2) only slightly effective
(3) somewhat effective
(1) not at all effective
(0) this question does not apply to my child

6. How effective do you believe RANGER has been in improving your child's confidence in (his, her) self and (his, her) abilities?

(4) very effective
(2) only slightly effective
(3) somewhat effective
(1) not at all effective
(0) this question does not apply to my child

7. To what degree do you believe your child enjoyed (his, her) participation in RANGER?

(4) liked RANGER very much
(2) liked RANGER only slightly
(3) liked RANGER somewhat
(1) did not like RANGER at all

8. How adequate do you believe the RANGER staff has been in communicating with you regarding your child's progress during (his, her) participation in RANGER?

(4) very adequate
(2) only slightly adequate
(3) somewhat adequate
(1) not at all adequate

9. In general, how satisfied have you been with RANGER?

(4) very satisfied
(2) only slightly satisfied
(3) somewhat satisfied
(1) not at all satisfied

10. To what degree would you recommend PROJECT RANGER to other parents?

(4) recommend without any reservations
(2) recommend but with severe reservations
(3) recommend with some reservations
(1) not recommend at all

Are there any other comments you would like to make about the RANGER project?

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your cooperation.

PLACE COMPLETED FORM IN PRE-STAMPED, PRE-ADDRESSED ENVELOPE AND MAIL.